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ABSTRACT

This document was designed to provide strategies and techniques for increasing sex fairness in vocational education to varied users (sex equity personnel, instructors, administrators, counselors, and curriculum planning personnel). The guide should aid vocational educators in overcoming sex bias and sex stereotyping by (1) creating awareness of sex fairness concerns; (2) providing strategies for dealing with overt sex bias, recruiting nontraditional students, retaining nontraditional students, interacting with the community, and assessing and adapting materials; (3) providing planning guidelines; and (4) providing information about resources. Each of the seven chapters of the guide contains introductory questions, narrative, references, reprints, and exercises. The guide was designed to assist vocational educators in implementing the Education Amendments of 1976. It is a companion guide to a package designed for the state sex equity persons in vocational education. (KC)

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Research and Development Series No. 144

SEX EQUITY STRATEGIES

(Second Edition)

Prepared for the NIE Project

Increasing Sex Fairness in Vocational Education

by

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1980

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FOREWORD

This training package was developed as a companion package for a training package designed to assist the sex equity personnel in their task of implementing the Education Amendments of 1976. The training package was used in conducting five two-day workshops on increasing sex fairness in vocational education for the sex equity personnel and the state directors of vocational education or their designees. The first training package entitled "A Guide for Vocational Education Sex Equity Personnel" may be available from your State Sex Equity Coordinator.

These training packages were developed by Louise Vetter, Carolyn Burkhardt, and Judith Sechler.

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INTRODUCTION

This document was designed to provide strategies and techniques for increasing sex fairness in vocational education to widely varied users. It is anticipated that sex equity personnel—as well as instructors, administrators, counselors, and curriculum planning personnel—will find the guide useful. The purpose of this document is to aid vocational educators in overcoming sex bias and sex stereotyping by:

- Creating awareness of sex fairness concerns;
- Providing strategies for dealing with
  - overt sex bias
  - recruiting nontraditional students
  - retaining nontraditional students
  - interacting with the community
  - assessing and adapting materials;
- Providing planning guidelines; and
- Providing information about resources.

The format for each chapter is as follows:

A. Introductory Questions

B. Narrative

C. References

D. Reprints

E. Exercises

The document was designed to assist all vocational educators interested in implementing the Educational Amendments of 1976. However, materials have been included beyond the scope of vocational education which may need to be adapted for vocational education use.

This document was developed as a companion guide to a package designed for the state sex equity person in vocational education. Consider contacting this person in your state for more information in any of the areas discussed here. Although there are specific functions assigned to that position, it will take cooperation on many fronts to create the environment for staff and students that is required by the new regulations.

CHAPTER I

HOW DO WE CREATE AWARENESS OF SEX FAIRNESS?

A. Introductory Questions

1. What is sex discrimination? sex bias? sex stereotyping?
2. How do sexist practices in vocational education hurt women and men?
3. What historical factors contribute to the problem of sexism?
4. Which factors would be helpful to stress in order to raise awareness?
5. What things should be remembered in planning awareness workshops?

B. Narrative

Self Awareness

People who are effective in creating awareness of sex fairness must understand their own level of awareness as well as the levels of awareness of those with whom they are or will be working. There are many levels of awareness of sex fairness and there are many subtle but powerful consequences.

Self awareness includes feelings. The fact that words are used to express our thoughts demands that we take a look at how we feel about women in the labor force who are also mothers, about women who are doing work that was formerly done only by men in our society and whose responsibility also entails parenting. Consider what you believe to be the real differences between the boys and girls you teach:

- Do they really think differently? — learn differently? — What you believe about your students is very likely related to what you consider "appropriate behavior" for yourself.
- Do you believe that there is a difference between a healthy male adult and a healthy female adult?
- Are girls more quiet, passive, supportive and less decisive, creative and active than boys?
- Do you believe that men are smarter than women? more mechanical? more competitive?
- How do you feel about men who can cry in public, change their minds, or show a weakness?

A great burden is placed on people to perform based on artificial and uncomfortable roles. In order to make our young men independent do we refuse praise and encouragement? More young boys than girls are referred to professionals for help with behavior or psychological problems. What are we demanding of them? Why have we, in the past, discouraged men from taking parenting courses and then criticized them for being inadequate parents? Have we so demanded success from our young men that they set impossible goals for themselves that may lead to death from stressful illnesses such as strokes, heart attacks and high blood pressure? These illnesses take the lives of more men and at earlier ages than women. Do you still believe that women do not need to prepare to support themselves financially because they will find a husband who will probably do it for them?

These questions and many more like them will be brought to your attention throughout the remaining chapters of this publication. Becoming better informed, yourself, about the need for increasing sex fairness in vocational education will provide you with a more creative approach to the usefulness of the techniques and strategies included in this package that are designed to assist you with this task. Exercises I-1 to I-4 at the end of this chapter will provide you with some strategies for assessing awareness levels. For your own information you will probably want to complete these exercises in order to establish your own awareness level.

Terms Used to Describe the Problem

The effort to address the problem of sex discrimination, sex bias, and sex stereotyping in vocational education through legislation made it necessary to distinguish various terms that are used to depict particular aspects of the problem. While materials reprinted in this publication may use the terms differently, the rest of the publication will adhere to these definitions which appeared in the Final Regulations for Public Law 94-482 (*Federal Register*, Vol. 42, No. 191, Monday, October 3, 1977, Sec. 104.73).

Sex Bias: Behaviors resulting from the assumption that one sex is superior to the other.

Sex Stereotyping: Attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

Sex Discrimination: Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

Complexity of the Problem

Occupational sex segregation, defined as having a very high proportion of one sex filling certain jobs, has been characteristic of the labor market in the United States for many years. The dramatic increase of women who entered the labor market in the past decade has had relatively little impact on occupational segregation (U.S. Dept. of Labor 1975). Such segregation closes off to men occupations in which they might be extremely productive, and it traps women into the typically low-paying, lower status jobs which seem more a consequence of segregation than anything intrinsic to the work itself.

How and why has this problem which is so damaging to human productivity and fulfillment persisted? Quite probably because its roots are long-standing, deep, and widespread. In both subtle and overt ways our culture's socialization process, economic constraints, and historic precedence all contribute to this disturbing situation.

Sandra L. and Daryl Bem have described the complexity of the problem in their often-cited paper, *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work*. The Bems discuss the real restrictions that formerly made it impossible for women to even consider certain occupations. More subtle, and therefore more difficult to fully understand, are those hints that women are not as good as men. This is still a commonly held belief by both women and men and often causes women to lower their aspirations and expectations. The deplorable loss of talent which has impoverished the world due to this belief is beyond measure. The unhappiness, discontent, and feeling of worthlessness that are a part of many women's daily experiences are also difficult to measure.

People today have not yet caught up with twentieth century living as it relates to the family and career options for women. The Bems present new exciting possibilities for those who are willing to look at old roles in new ways. They also raise uncomfortable questions, such as whether or not full-time mothering is as good for the child as we have been encouraged to believe.

Perhaps because women have been doing much of the research, thinking, planning, and acting to change the effects of sex bias and sex stereotyping, there is far more material available on the problems as they relate to women. Solutions to the problems or new directions for change will be incomplete unless and until we consider also the effects of sex bias and sex stereotyping on men. Some suggestions for attacking this dilemma are included in Reprint I-A compiled by Julian Cleveland, Gary L. Ridout, and Amanda J. Smith, from North Carolina.

The Problem as It Relates to Vocational Education

To a certain extent, occupational sex segregation is caused by discriminatory labor market practices which slowly are crumbling under legal and social pressures. The problem has also been traced to self-concepts and societal pressure shaped by the practice of sex bias and sex stereotyping through several generations.

However, another factor is that occupational sex segregation results from supply problems. While there are qualified men and women to fill almost every occupation one can think of, and while there are increasing numbers of women and men actually filling jobs which are nontraditional for their gender (in our society), often the supply of qualified men and women for nontraditional work is much smaller than the demand.

While data are incomplete, it would appear that the undersupply of qualified men and women for nontraditional occupations may be particularly severe in the skilled trades and in the work for which vocational education is preparatory. For example, 77.2 percent of clerical workers are women, and 95.8 percent of the craft and kindred workers are men (U.S. Dept. of Labor 1975). Workers in both these major occupational groups are frequently vocational education graduates.

Turning then, to vocational education, which is expected to help develop an adequate supply of people prepared in these occupations, data from numerous sources make it clear that vocational education is sex segregated. One of these sources is JoAnn Steiger's article, *Broadening the Career Horizons of Young Women Against Traditional Single-Sex Enrollment Patterns in Vocational Education* (Reprint I-B). Note her argument in favor of women, especially, getting vocational education in nontraditional fields, as well as the enrollment statistics documenting sex segregation in vocational education.

JoAnn Steiger's paper clarifies the concept of sex segregation as it relates to vocational education enrollments. Vocational education staff are also sex segregated. Nearly 100 percent of agriculture teachers, over 98 percent of technical education teachers, over 89 percent of trades/industry teachers, and over 77 percent of distributive education teachers were men. Conversely, over 98 percent of the home economics teachers, 88 percent of the health occupation teachers, and over 71 percent of office/business teachers were women (U.S. Department of H.E.W., 1972, p. 37).

It is important to recognize that sex bias need not be blatant or malicious before it can be damaging. There are two kinds of barriers which perpetuate occupational sex segregation in vocational education curricula. The first is the obvious kind: promotional brochures and instructional materials geared for one sex only, availability of physical facilities (dormitories, restrooms, etc.) for only men or only women, instructional staff composed all or primarily of one sex only, or admission requirements which strongly favor one sex or the other, and so on. The other kind of barrier is far more subtle and is often difficult to detect. The subtle and pervasive stereotypic expectations of what is "appropriate" sex role behavior for girls and boys can be a powerfully negative force which limits the opportunities and, therefore, the growth of students. Ability to recognize these attitudes, to see how they may be expressed in actions, and to clarify the difference between public responsibilities and private opinions, along with the elimination of overt barriers, will make a great deal of difference to the success of men and women who enter training in nontraditional programs.

New Hampshire has developed a collection of strategies called *Four Awareness Sessions for Career Opportunities . . . Integrating Male and Female Roles.* Each of the four participating school districts took a different approach to dealing with the issue. The report presents each approach briefly. One district chose to conduct a workshop on "The Great American Male Stereotype" and the most common female stereotype. In order to stimulate thought and discussion, an awareness instrument was assigned to be completed previous to the workshop. Reprint I-C provides the instrument used to assess awareness.

"No Problem" People

One of the most difficult situations in implementing sex fairness in vocational education is working with people who do not believe there is a problem or see no need for change. The more powerful these people are, the more critical the need is to inform them. Be alert to comments that hint at this attitude and take every opportunity to followup with accurate information. Since this information may destroy some long-held myths and question lifelong values, it would be wise to create an environment that is as stress-free as possible. People need time to process these new ideas before they can be expected to change their behavior and attitudes.

Project Awareness was designed by Feminists Northwest for the Superintendent of Public Instruction, State of Washington, as an awareness training program. The program includes a great variety of materials organized around seven workshop topics: (1) Awareness: Definitions of Sex Discrimination; (2) Damaging Effects of Sex Discrimination; (3) Laws and Assessments; (4) Strategies for Ending Sex Discrimination in the Schools; (5) Resources for Developing Curriculum About Sex Role Awareness and Women's Studies; (6) Sexist Language; and (7) Non-Defensive Communication. Materials from the workshop on Non-Defensive Communication Techniques are included as Reprint I-D.

Counselors and Administrators

Much of the research suggests that counselors have opinions about what is and is not "appropriate" as career options for students based on their sex. If counselors are not, themselves, interested in nontraditional occupations, at least encourage them to present options to the students based on facts, skills, and interest rather than the sex of the student.

Provide the counselor with sex fair materials; guidelines for learning to evaluate sex fairness in materials, tests, and interest inventories; and recent information about women in the paid work force today. The U.S. Department of Labor can provide publications with statistics about the labor force and women. Perhaps the most comprehensive package for counselors is *Sex Fairness in Career Guidance: A Learning Kit* by Linda Stebbins, Nancy L. Ames, and Ilana Rhodes. This kit includes discussions on sex fairness in general, in career guidance, and in interest inventories. Role playing activities and a tape of supplementary exercises as well as an extensive resource guide are included.

The successful implementation of sex fairness in vocational education will be in high correlation with the awareness level of administrators. Administrators who encourage men and women to develop all of their skills and interests and see no differences in staff based on the sex of the teacher create a positive environment. Those administrators not yet aware of the need for change would do well to read *Women in Vocational Education: Project Baseline* prepared by Marilyn Steele (1974). This document is a report of the situation for women in vocational education and includes recommendations for change.

A possible strategy for awareness-raising is to survey administrators and other vocational educators using the Bem Sex-Role Inventory (BSRI) by Sandra L. Bem, included with a scoring manual as Reprint I-E. The results obtained from the use of such a survey would be useful for planning inservice activities in sex fairness for a variety of situations.

In Jennette K. Dittman's 1976 study, *Sex-Role Perceptions of North Dakota Vocational Educators*, administrators, teachers, and counselors were asked to use the BSRI to describe an adult female, an adult male, and themselves. The purpose of the study was to assess the sex-role perceptions of vocational educators and was planned as a means of addressing the issues of sexism and sex-role stereotyping in vocational education in North Dakota.

Administrators are needed in a leadership role for the effort to implement sex fairness in vocational education since they usually are the policymakers. Those administrators who vigorously supported the implementation of Title IX will have a clear understanding of the present situation through the self-evaluations required by Title IX. If the self-evaluation has not been completed, it could be done now to aid in the vocational education effort as well as to bring the agency into compliance with the law. One quick strategy for determining the current situation and getting suggestions for eliminating problems could be the use of a short survey from *Implementing Title IX: A Sample Workshop* by Shirley McCune, Martha Matthews, Kent Boesdorfer, Joyce Kaser, and Judy Cusick, included as Reprint I-F.

Workshops

Awareness-raising activities are often more effective than simply providing written information with the hope that it will be read. Activities can be a part of a staff meeting, a professional workshop with a section on increasing sex fairness in vocational education, or an entire workshop based on this problem. Over the past three years many workshops have been designed to implement the Title IX regulations. The scope of these workshops is larger than vocational education alone, but the investment of time would be well worth it in strategies and techniques learned as well as for a great accumulation of resources. If you do decide that workshops are an effective strategy for inservice programming on sex fairness in vocational education, it would be better if the leaders have had workshop experience. If there is no qualified staff person, it would be better to hire a consultant. Poorly conducted workshops could cause difficulties when dealing with such an emotionally charged issue.

Workshops on sex equality in education were conducted across the country by the American Personnel and Guidance Association. Project director Mary Ellen Verheyden-Hilliard developed a a handbook with a workshop plan, background information, contact persons, resources, and a bibliography. Reprint I-G provides "Experiential Activities" and "Strategies for Change" from the *Handbook for Workshops on Sex Equality in Education.*

See Chapter II for more information about workshops as strategies for purposes other than raising awareness. In a workshop setting vocational education personnel might be more open, inspired by colleagues, or simply following the crowd, but awareness can be raised!!

Media

The media are no further advanced than much of the rest of society with respect to sex fairness. The lack of attention paid to the interests of women demonstrates a lack of awareness. The kinds of roles women play in television serials and prime-time shows tend to support the traditional image of wife and mother. Single women, childless women, and women working outside the home are seldom portrayed with positive personalities. Responsible policy-making positions are seldom held by women, and few positive role models are provided through print, radio, or television.

Attitudes of the media people will not be changed without providing information on sex fairness. It may be that you have or can establish contacts with persons who are interested in presenting some new options. An excellent discussion on media coverage is included in *How to Erase Sex Discrimination in Vocational Education* by the Women's Rights Project, American Civil Liberties Union Foundation. Media support is helpful and sometimes fun for those who are making the presentations or reports. A fact sheet that deals in detail with the issues involved will be useful for accuracy and for those reporters who need more in-depth information. The authors encourage those seeking coverage to be honest with the press, radio, and television representatives about the size of the event to be covered; if you mislead them once, they may choose not to cover a larger event later. Caution is suggested with regard to "when" and "how" of the coverage. The more carefully you plan the presentation, the more accurately your program will be portrayed. If you are not the spokesperson, make certain that the spokesperson is informed about all the issues just in case the reporters decide to do a follow-up. Often, in the beginning, people are so fascinated by the idea of getting media coverage that they do not pay careful attention to quality. You are in control of what facts are to be presented. If you are not pleased with the approach suggested by the media, you can refuse to participate and suggest alternative approaches. Comments are included in the publication about feature stories, press releases, and radio and television interviews.

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A. Reprinted from: Cleveland, Julian, Ridout, Gary L. and Smith, Amanda J., *How Sex Bias Hurts Men,* unpaged.

HOW SEX BIAS HURTS MEN

Activities

1. Tommy, an eighth grader, comes to see you, his counselor, about a problem. His dad wants to send him to a third year of basketball school this coming summer. Tommy doesn't want to go. He says that all the pressure his dad has put on athletics had "kind of taken the fun out of it (Basketball) for him". What do you advise?

2. A teacher in your elementary school comes to you (the principal) about a boy in her second grade class. She "caught" him sitting with several of the girls playing with dolls. The day before she had observed him skipping rope in a predominantly girls' group. "Next thing you know he'll be ballet dancing!" she says. What do you advise for the teacher? The boy?

3. New father (eighth grade teacher) comes to you (the principal) and wants paternity leave. You remind him that this is against school policy. He suggests that you go to the school board and have a change initiated. What do you do?

4. Ninth grade student has decided that elementary teaching seems like a good field, as he likes small children. He seeks advice because his friends have begun to ridicule him and question his masculinity. What do you do?

5. A twelfth grader stops to help a woman who is changing a tire on a city street. She yells at him for considering her unable to do it. He limps away confused. A discussion on etiquette the next day in Home Economics prompts the boy to tell the class about this instance. What is your response as the teacher?

6. Johnny, at 18, is 5'4" and finds it hard to compete in senior high basketball and also in winning girl friends. As a counselor, what do you suggest?

7. Fellow teacher with master's degree is trying to make it on his salary alone. His wife is giving him a hard time because they can't buy a house. She says "My Dad always made enough to support us and Mother never had to work!" He comes to you, his best friend, for advice.

8. Anthony is a second grader in your class with a reading problem. After questioning, it is seen that his dad has never read to him whereas his mother does. Anthony sees reading as a feminine activity. What do you do as a conscientious second grade teacher?

9. A black father stresses athletics for his eleventh grade son, Alex, because he says it will get him out of the ghetto. Alex does well on the basketball team, but is also a top student in Cosmetology. You intervene because Alex's last quarter Cosmetology grades are dropping. What do you say?

10. Judy, an average student in the fifth grade relates an instance to you which occurs quite frequently. After three consecutive 50 hour weeks, at the office, Judy's dad promised the family a quiet evening at home. At 8:00 they were about to embark on a family Monopoly Game when the phone rings. An emergency call from the office. Judy is troubled.
    Are all DADDIES like this?

Reprinted from: Cleveland, Julian, Ridout, Gary L. and Smith, Amanda J.

III. HOW SEX BIAS HURTS MEN -- OR, MEN ARE PEOPLE TOO!

"Women don't know how good they've got it. They make me sick, with all this talk of being discriminated against. I wish I could stay home and have someone support me. This women's lib stuff makes me sick."

This man thinks he has just given an argument against the Women's Movement, but actually he has given the strongest possible argument in favor of it.

"Why does my wife have to be so dependent? Why does she lean on me for everything? Why do I have to live her life for her? One life is hard enough."

This man is saying the same thing.

Sex bias hurts everyone. The very men who fight change the hardest, may simply be expressing, through anger, the pain they have felt at the sex bias that is directed against men. This leaves many women in the unexpected position of saying, "Hey, I thought this system was set up for you! If you don't like it either, what are we doing it for? Let's quit fighting each other, and start fighting the system."

John Stuart Mill said, "The principle which regulates the existing relations between the sexes is wrong in itself and one of the chief hinderances to human improvement." He spoke in 1867, and sadly, his words are nearly as true today. But slowly, we're learning.

Many men cannot see how sex bias could possible hurt them. Because men are supposed to have all the advantages of money and prestige, it is hard to see. Let's try to look past the PR job to some of the realities for today's American male.

The Great Provider

The most obvious masculine role is that men support their families, a role many men justly take great pride in. But it does have its dark side.

Men must work for their entire lifetime, even if they hate their work. The problem of men hating their jobs is generally overlooked - swept under the table, because it is too uncomfortable to face. Most women (at least those with working husbands) if they hate their jobs, can quit. They may even get social approval. "I tried working and I just didn't like it." No man has this freedom. Most are even denied the opportunity to change careers in mid-stream, either because they have already invested so many years in the first one, or because there is no one to support their family during the years of retraining, or because they can't afford to start again at the bottom of the ladder.

A woman has the choice about whether to stay home or go to work. Men do not have the same choice. A man who truly chose

Reprinted from: Cleveland, Julian, Ridout, Gary L. and Smith, Amanda J.

to stay home would be scorned, yet, as many women have always known, this can be a good kind of life for many people. Even if few men would want to stay home forever (not many women want that anymore either), there probably are a good many who would welcome the chance to take a year off. This is only possible if he can call it a "sabbatical."

Many men find themselves locked into an impossible bind with the provider role. Either way the man loses, if he tries to play by the rules, advance in his job, and climb that career ladder, he's called a "workaholic." All he gets, many times, is resentment from his loved ones. His wife may claim he doesn't spend any time with her, and the kids may call him a materialist. Men find they are banished from the castle. This follows some men into retirement. A lot of men simply dry up and die after they retire because they have learned they are nothing without a job.

What if a man chooses the other route, he decides to get into a career that doesn't demand so much time, he turns down a promotion because it might take him away from his family. Is he the hero now? Or do people then claim he is unambitious or even say he's a little funny for wanting to hang around his kids so much?

Further, men are cut off from certain kinds of jobs, such as nursing. Most men do not perceive this as a disadvantage, because "women's work" is low status. However, there is no reason why a women should have a monopoly on the clean, indoor jobs. Not every man wants to dig ditches, nor does every women want to type and file.

Because man has traditionally been the provider, society in general and women in particular have come to see him largely in terms of his material success. Women complain about being a sex object. "Can't he appreciate anything but my body?" Men might justly complain about being status objects, valued only for the size of their paychecks, their position in the community, their political power. A woman may say to her daughter, "Marry a lawyer" or "Marry a doctor." Any lawyer. Any doctor. Interchangeable parts.

When carried to extremes, men often feel victimized, ripped-off by the system. "I had to call her up, pay for the gas, pay for the movie tickets, feed her face. All she had to do was sit there." And some men truly are victimized, perhaps working two jobs while their wives sit home, or getting taken to the cleaners in the alimony court. In many cases, the man pays and pays, even when his ex-wife is capable of working. Many is the woman, he feels, who says, "I'm not about to get married again. I'd lose my alimony. John and I are living together anyway."

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The Superman Syndrome

Because men are supposed to be the great providers, they are also supposed to solve all problems, have all the answers, and never express any doubts. "Daddy knows best." This hurts men by forcing them into situations that they cannot handle, making them feel like failures when they do not have answers, even though there is no way they could have had the answers!

If they are still Clark Kent when they step out of the phone booth, there must be something shamefully wrong about them. Better cover up. And so starts the painful swagger to hide the feeling of failure.

Although men die at every age at a greater rate than women, this blotting out of feelings in men may explain the fact that adult men die from almost every major disease at a significantly higher rate than women.[3] The macho rigidity which so many people admire in movie stars and sports figures has now become a liability to men. In addition to killing them off quicker, a Raleigh psychotherapist has noted that women are no longer attracted to that type of man. They want someone with feelings.

Superathlete

All men are supposed to be athletic, no matter how bored they may be with sports. Any man who is not talented at athletics is made to feel decidedly lacking. This is related to "size bias." All men are supposed to be large. All women are supposed to be small. This simply makes tall women slouch, but men must spend their lives overcompensating for it if they don't happen to be tall. It takes a man with a very strong sense of self to be comfortable with a woman taller than himself.

And how many men will say cheerfully, "May the best man win," but would die of mortification at being beaten by a woman. He can only guarantee that no woman will ever beat him at tennis by oppressing female tennis players so they can't develop the skill, or by avoiding them, all the while hiding from himself why he's doing it.

And if he is a successful athlete, he must adopt the values that go with it, which may offend him, or which may unconsciously brutalize him. "KILL! KILL!", shouts the coach to the seventh grade football team.

Emotional Isolation

Men are cut off emotionally from their families even if they are physically present. A recent letter to Ann Landers told of a young father who wouldn't kiss his baby son, because he couldn't bring himself to "kiss a guy." Many fathers are convinced that they should have nothing to do with children until the children are old enough to play football, or limit their relation-

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ship to that of disciplinarian. The sports pages can be a major barrier between a man and his children. Some men may want this type of emotional isolation, or console themselves with the thought that it would be feminine to be too closely involved, but many are simply losing out on life's pleasures without even realizing it.

Men may also be cut off emotionally from relationships with other adults. Many men feel it impossible to have a genuine friendship with any woman, unless they are sleeping with her. Even friendships with men may have no true intimacy. Men may hunt and fish together, go to football games together, or discuss business by the hour, without ever going beneath the surface.

It is customary to say that men are not emotional, yet men have as many emotions as anyone else. They may keep them all internalized, and give themselves ulcers. Or they may use the one respectable emotional outlet they have: anger. Using anger to express fear, anxiety, uncertainty, exhaustion or grief. Some men consider it unmanly to express joy or love at all. Many are amazed that their wives can accept their emotional sides, still respecting them after they have "betrayed their weakness."

Sexuality and Sensuality

Men have learned that they must always be the aggressor sexually. This hurts men in several ways:

1. Fear of rejection by women. Men must make themselves vulnerable, every time they ask for a date. It therefore becomes necessary to develop defense mechanisms that will allow them to not be hurt too badly.

2. Seeing women primarily as sex objects, men cut the population of their universe in half, because if they are not sleeping with a particular women, she might as well not be there. No matter how much he might enjoy her friendship or profit from her professional expertise, she is invisible to him.

3. Because of the need to be always aggressive sexually, men may know nothing of true sensuality. The constant need to perform, to make it, precludes the sensual appreciation of sex, just as the need to be tough makes some men scorn the "soft life" of other, non-sexual experiences.

Fear of Homosexuality

Men are taught from the beginning that manhood has to be earned, and must be proven. No one ever asks a woman to prove her womanhood unless it's a date trying to seduce her. Few women walk in fear of betraying some slight masculine trait for fear someone will consider them homosexual. Yet boys are taught from day one to be very careful not to do anything that could be called "funny" or "queer." This fear of losing one's sex identity causes deep insecurity in many men, one which makes them require a woman who is willing to spend her entire life shoring up their fragile egos. The expression "male ego" has a connotation of fragility. One seldom hears "female ego," yet if one did, it would probably refer to nothing more than simple vanity.

This fear of homosexuality leads men to avoid most kinds of physical contact except the explicitly sexual, especially with other men. Many men are most reluctant ever to touch or embrace another man. If they do express affection for other men, it is likely to be in the form of a rough bear-hug, or a friendly punch, often accompanied by an insult.

Fear of Impotence

One high school student said that her physiology teacher had told her class that women's liberation was causing male impotence. "It it true?", she asked unhappily. It seems clear that sexually aggressive women could not cause impotence for any physical reason, as in two of Margaret Mead's societies women were the aggressors, and in one the passive men actually feared rape, an image that boggles the American mind. However, if a man has learned to express his own sexuality only through aggressive acts, one can imagine that it would indeed be disorienting to have a woman take the lead. Once again, the need to "prove himself" has undercut a man.

Relationships With Women

The great reward for men in submitting to the John Wayne, Superman, requirements of the masculine mystique is supposed to be the ready availability of at least one pliant admiring women to serve as his handmaiden and smooth his furrowed brow. But some types of women created by the sex stereotypes may explain why some people think it's quite reasonable to be a woman hater.

Many women have become childish, dependent and whining. Such women are not much fun to have around, yet some men expect women to be like this and believe that they should fulfill every whim of such a woman. No wonder they find excuses to stay at the office. Yet men have been taught to feel threatened by the the kind of woman who could share their responsibilities and and appreciate them as people.

Women can make life unbearable for men by living through them, becoming leeches:

A woman has been taught she must express her own ego and identity through the accomplishments of her husband. She may exert enormous pressure on him to pursue goals that do not interest him, or that are beyond his capabilities. If he succeeds, it may be an empty victory - he has given his life for someone else's ambition. If he fails, she has no further way to express herself except to slice him up, and let him know in ways subtle and not so subtle that she could have done it better herself. How much better for him if she had her own chance to try, or fail, and get off his back.

Men May Deny Their Own Individuality

Boys learn from childhood to avoid having anything to do with girls. They also learn that certain personality traits, interests and skills are feminine. Thus, when they find "feminine" characteristics in themselves, as they must if all characteristics are human, not male or female, they are afraid and ashamed. They deny these parts of themselves. At the very least, part of their true nature goes undeveloped. At worst, they may overcompensate for their perceived disgrace into all kinds of neuroses or aggression.

Men cling to the image of superman because they think it will bring them happiness. Few realize that just the opposite may be the case.

Edna Ferber is not alone, when she says:

> For me there is no greater bore than a 100 percent male or female. Confronted by a massive two-fisted, barrel-chested, he-man, or a fluttering itsy-bitsy, all-tendril female, I run from their irksome company. The men and women I prize are a happy blend of male and female characteristics. A man who is masculine with a definitely female streak of perception, intuition, and tenderness is a whole man - an interesting man, a delightful companion, a complete lover. A woman who possesses a sufficient strain of masculinity to make her thoughtful, decisive, worldly in the best meaning of the word; fair, self-reliant, companionable. This is the whole women. The feminine in the man is the sugar in the whiskey. The masculine in the woman is the yeast in the bread. Without these ingredients the result is flat, without tang or flavor,

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Reprinted from: Cleveland, Julian, Ridout, Gary L. and Smith, Amanda J.

RAP SESSIONS

The first thing the group should do is elect a group leader. The group leader should be given the instructions for group leaders and a supply of toothpicks.

Group Leader: Give each member 5 toothpicks, instruct the group that each time they talk they are to give up a toothpick. Your job is to keep track of who speaks the most or longest, who seems to dominate the group, not by name but by sex. Assign a recorder to write up the groups concensus on topics.

What is your idea of masculinity in terms of:

physical attributes
mental attributes
social attributes
emotional attributes

If you are satisfied with your own concept of yourself, is there anything you would like to do but feel hampered by your sex?

How do you cope with a man who insists that there are certain places for men and women, certain jobs and certain attitudes and who insists that you fit into his concepts?

Whom do I relate to the easiest? Men or women? Why?

What could a person say about me to make me feel vulnerable?

How do I feel about touching? When was the last time I hugged a member of my sex? When was the last time I hugged a member of the opposite sex? Who initiated the hug? What were the occasions? How did I feel about it?

Do I ever feel rejected? By men? By women? Why?

I–B. Reprinted from: Steiger, Jo Ann M., *Illinois Career Education Journal*, Summer-Fall 1975, Vol. 32, No. 4, pp. 7–9.

Broadening the Career Horizons of Young Women Against Traditional Single-Sex Enrollment Patterns in Vocational Education

While in high school during the 50's and 60's, most every high school student knew (somehow) that the boys took industrial arts and the girls took home economics. What ever the course title, students were grouped through the combined effects of discrimination and/or socialization into courses in 'sawen and sanden' or for courses in 'stichen and stiren'. Often, enrollment in these courses was based on invalid assumptions about differences in abilities and interests of the students that took them.

We find now that women are joining the labor force in increasing numbers. No longer can children be prepared for "masculine" or "feminine" occupations. One need only look at selected random studies to obtain an excellent background for analyzing the effect(s) of women in the labor force. Studies by Hedges (1970) and McNally (1968) point out overwhelmingly that women will continue to participate as a large part of the civilian labor force and that any artificial restrictions on womens' occupational potential will most likely disintegrate due to a variety of strong economic and social pressures.

In 1948, nearly ⅓ of adult women (16 years old or older) were either employed or actively seeking work. This percentage has increased steadily since that year and by November 1974, 46.3% of adult women were in this category.[1] By November, 1974, women constituted 39.9% of the labor force and these figures will increase.

These changes in the behavior of women appear even more striking if we break down the employment trends by presence of children. Women at all stages of their lives are working more now than they did 25 years ago, but the greatest change is among women with young children.

Women with no children under 18 years of age increased their participation in the labor force to 45.5% from 1950 to 1974. At the same time, women with children ages 6-17 years increased their participation in the labor force from 32.8% in 1950 to 53.8% in 1974, a rise of 64%. The percentage of women with children under 6 years old who worked rose from 13.6% in 1950 to 36.6% in 1974, a rise of 169%.[3] A woman with pre-school children at home in 1974 was more likely to be working than was a woman in 1950 who had no children under 18.

Again, the evidence seems strong that the trend toward women's increased participation in the labor force will continue. Not only are women less deterred from working by the presence of children than they used to be, but they are having fewer children.

The crude birth rate (number of children born per year per 1,000 population) has dropped from 25.3 in 1957 to 14.8 in 1974. At the current fertility rate, the average family size of women now of childbearing age will be 1.8 children. The lowest it has ever been before in the United States was 2.2 during the depression of the 1930's.[4]

The working patterns of women are historically related to family size. The fewer children a woman has, the more years she tends to work outside the home.[5] Again, the demographic trends would seem to indicate that women will be spending even more years of their lives in the labor force in the future than they are at present.

Labor market projections seem to indicate that women preparing for employment would do well to look beyond traditional "women's jobs" and consider the opportunities in previously masculine fields. This conclusion is reinforced when we consider the relative wage rates in different fields. The fact is, women who work in fields that are predominantly male earn considerably more money than do women who work in fields that are predominantly female.

It is true, that women are concentrated in a few, low paying fields. In 1970, half of all women workers were concentrated in just 17 occupations, while one needed 63 occupations to include half of all male workers.[6] The five largest occupations for women are

- secretary
- sales clerk in retail store
- bookkeeper
- public elementary school teacher
- waitress

These fields employ 25.4% of all women workers. (The five largest occupations for men — operative, foreman, truck driver, farmer and janitor — employ only 14.4% of all male workers.)[7]

Female students are continuing to enter education programs which either do not prepare them for employment at all or which prepare them only for work in traditional, low paying "female jobs."

In 1972, the last year in which data on enrollments in vocational education by sex were collected, women constituted a little more than half of all vocational education students nationwide.[8] However, an analysis of these data reveals that 49.5% of the women students were enrolled in consumer and homemaking education courses which are often not intended to prepare them for employment.[9] Nearly half of the women who on paper were training for jobs, in fact were not. Since 90% of all women seek paid employment at some time in their lives, this seems to indicate a serious discrepancy between schooling and the real world.

Most of the remaining female vocational education students were enrolled in programs in traditional female fields. Table I shows the percentage of female and male in vocational education:

Percentage of total vocational education enrollment of each sex enrolled in vocational field of study (nationwide), 1972.

FIELD OF STUDY FEMALE	% OF TOTAL MALE ENROLLMENT NATIONWIDE	% OF THE TOTAL FEMALE ENROLLMENT NATIONWIDE
Agriculture	18.8%	0.8%
Distributive	7.8%	4.9%
Homemaking and Consumer	5.5%	49.5%
Gainful home economics	0.9%	4.1%
Office	12.3%	30.5%
Technical	6.7%	0.8%
Trade & Industrial	46.9%	4.8%
Health	1.1%	4.8%
TOTAL*	100	100

* Column may not add to 100% because of rounding

Of the over 11 million students enrolled in secondary and post-secondary vocational programs nationwide, females accounted for over 55 percent of the enrollment and comprised a surprising 85% of the health program enrollment, 76% of the office programs, and over 85% of the occupational home economics programs. These figures released by the Illinois Division of Vocational and Technical Education seem to indicate schools might make sure that when students (boys and girls) make occupational training selections that they are made based on a firm foundation of the real world of work, not because of social pressures.

CONCLUSION

Women seeking careers now and in the future face a different market, with many more opportunities, than their mothers faced. Most of their best opportunities will be in fields that have traditionally been considered male fields, for the fact is that women who work in fields that predominantly employ males are paid substantially more than are women who work in fields that predominantly employ women.

The basic socialization forces in our society push women into a highly restricted vision of their role, including a very narrow range of occupations which are considered appropriately "feminine". These beliefs serve to continue to channel women into low-status, low-pay occupations at a time when they can do much better.

Schools are charged with preparing students realistically for their futures. In order to prepare women for their current role, which includes employment, the schools should be acting to counter some of the socialization patterns which prevent girls from acquiring the job training that would do them the most good as adults in the labor market.

FOOTNOTES

1. Executive Office of the President: Office of Management and Budget. *Social Indicators*, 1973. U.S. Government Printing Office, Washington, D.C. p. 140. And, U.S. Department of Labor, Bureau of Labor Statistics, unpublished figures, November 1974.
2. Manpower Administration: U.S. Department of Labor. *Manpower Report of the President*, 1974. U.S. Government Printing Office, Washington, D.C., p. 157. And U.S. Department of Labor, Bureau of Labor Statistics, unpublished figures, November 1974.
3. Based on figures from Executive Office of the President: Office of Management and Budget, *op. cit.* p. 142, and U.S. Department of Labor, Bureau of Labor Statistics, unpublished report, March 1974.
4. Lawrence A. Mayer, "It's a Bear Market for Babies Too." *Fortune* (December 1974) Vol. XC. No. 6, p. 135.

Reprinted from: Steiger, Jo Ann M.

5. James A. Sweet. *Women in the Labor Force*. New York: Seminar Press, 1973. pp. 89-103.

6. Manpower Administration: U.S. Department of Labor, *op.cit.* p. 107.

7. Dixie Sommers. "Occupational Rankings for Men and Women by Earnings." *Monthly Labor Review* (August 1974) Vol. 97 No. 8. p. 51.

8. U.S. Department of Health Education and Welfare, Office of Education, Division of Vocational and Technical Education. *Vocational and Technical Education, Selected Statistical Tables, 1972.* U.S. Government Printing Office, 1972, p. 31.

9. *Ibid.* p. 34-41.

10. *Ibid.* The percentages were computed by adding the number of male or female students enrolled in each type of program and comparing the number in each field with the total obtained. This total is a slightly different figure from that given by USOE as the "total enrollment in vocational education" (p. 31) because the latter figure includes enrollments for special programs.

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The DVTE has recently contracted with Steiger, Fink and Smith, Inc. to develop a program that will expand the occupational horizons of young women. Through the Research and Development Unit activity a mini-curriculum has been developed and is going through a first generation pilot test at Sycamore High School that targets directly on students, both young women and young men in grades 7-14, and peripherally on their teachers, school administrators and parents.

Reprinted from: Steiger, Jo Ann M.

I—C. Reprinted from: New Hampshire State Department of Education, *Awareness Sessions for Career Opportunities . . . Integrating Male and Female Roles*, p. 8.

Check the column which most closely reflects your view	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Sex role stereotyping is a problem in our society.				
2. Textbook and AV materials should be rejected if they contain sex stereotypes.				
3. Less money should be spent on girls' athletic programs because athletics are less important to females.				
4. In discussing careers with students each career should be considered equally open to both men and women.				
5. In classroom activities there should be no specific male/female roles.				

The following are hypothetical situations. Indicate your reaction to each by checking the appropriate column.	Very comfortable	Comfortable	Uncomfortable	Very Uncomfortable
1. You are applying for a job. A male receptionist ushers you into an office where you are greeted by a female vice-president who will conduct the interview.				
2. You are flying to Chicago. A male steward welcomes you aboard the plane and later a female voice says, "This is your Captain speaking!"				
3. You go to enroll your four-year-old in a nearby nursery school and discover that all three teachers at the school are males.				
4. Your car stalls on the highway. The mechanic sent to your rescue by a garage is a female.				
5. You are introduced to a new couple in the neighborhood and discover that the man stays home all day with two small children while the wife is out working.				

I, the respondent, am ☐ Female
☐ Male

'—D. **Reprinted from: Feminists Northwest,** ***Project Awareness a Multi-State Leadership Project Addressing Sex Discrimination Issues in Education,*** **pp. T7-1—T7-5, H7-7, H7-1—H7-5.**

WORKSHOP 7: NON-DEFENSIVE COMMUNICATION

Time: 1 1/2 to 2 hours

Trainers' pages are numbered T 7-1 to T 7-5; handout materials are numbered H 7-1 to H 7-7.

Purpose: To give participants an opportunity to practice communicating awareness and information gained through the workshop series in a manner which facilitates cooperative efforts and minimizes defensive or hostile reactions.

Materials needed:

1. Sufficient copies of handouts (one for each participant):

   "Maintaining a Climate of Cooperation and Mutual Trust"

   "Ways of Getting Off the Defensive"

   "For the Observer"

   } can be stapled together into one packet

2. Sufficient copies of "Situations that can be used in triadic role playing" (at most, one copy for each group of three people)
3. Chalkboard and chalk, or chartpaper and felt pen.

Room arrangement: Moveable chairs, first in semi-circular arrangement for presentation and discussion.

Advance preparation: Write summary of triadic role-playing directions on chalkboard or chartpaper (see pages T 7-3 and T 7-4); cover until needed.

OVERVIEW:*

I. Non-defensive communication techniques	20-30 minutes
II. Triadic role-playing	60-75 minutes

*Begin the workshop with introductions of trainers and participants if people have not met before.

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I. NON-DEFENSIVE COMMUNICATION TECHNIQUES* (20-30 minutes)

1. Suggested introduction:

"This workshop is designed to give you an opportunity to role-play situations which you can expect to encounter when you return to your schools as change-agents or change-facilitators.

"In workshop 4's Request/Refuse exercise, you practiced one essential communication skill: assertiveness, or persistence in making requests. There the emphasis was on the content of the requests made, as well as on the assertiveness of the request.

"In this activity, emphasis is placed on how the communication is handled, in particular ways of communicating that help to create a climate of cooperation. In many situations, you can be most effective if you are able to maintain a "no win/no lose" (or "win/win") atmosphere in which the level of trust is high and a minimum of stress is combined with a maximum of openness and sharing of information.

"There are many ways to work toward this cooperative climate; in this exercise, the focus is on avoiding defensiveness and handling it when it does arise. When people become defensive, they are likely to start playing a win/lose game, in which they manipulate others, doing all they can to win, and setting others up to lose. Distrust, competitiveness, and self-protective devices increase. A cooperative climate, on the other hand, gives people involved an opportunity to work together to resolve their differences and to solve their problems."

2. Describe one or two types of situations in which defensiveness is likely to arise. Suggested examples:

   a. "...any time there is a difference in rank or status between the 'change-resister' and the 'change-requester.' This is true when women talk with women, when men talk with men, and when women talk with men. It is particularly the case when a person of a higher status is asked to give up power or advantage."

   b. "...any time deeply ingrained sex roles are challenged. For instance, the male administrator who is asked to promote women to his level may feel threatened if he believes 'real men' protect and lead women, or are unemotional. How can he treat as an equal someone who needs to be protected or led, or is emotional? How can he still seem 'masculine' to himself or to others if he does treat women as equals, or if he acknowledges and expresses his own human emotions? Thus, he may act defensively rather than cooperatively."

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*Our thanks to Theodora Wells, of Wells Associates, Beverly Hills, CA, for sparking this activity.

NON-DEFENSIVE COMMUNICATION TECHNIQUES (cont.)

> "Conversely, the woman who reassures herself of her 'feminity' by deferring to men may also become defensive when asked to behave as an equal. Or, if she is true to her own standards of performance and is behaving as an equal, she may be sensitive about accusations or insinuations that she is 'unfeminine.'"

Ask participants to contribute a few additional examples of situations arousing defensiveness.

3. Distribute handouts on "Maintaining a Climate of Cooperation and Mutual Trust," and "Ways of Getting Off the Defensive" for participants to read and discuss. Suggested introduction:

> "The information in these handouts is not expected to be new to you. It is given in order to remind you about, or call your attention to, forms of communication that you can use when participating in and evaluating the role playing situations that we will do next."

Review the handouts with the participants.

II. TRIADIC ROLE PLAYING (60-75 minutes)

1. Ask participants to form groups of three people each. If possible people should form groups with people whom they don't know well. It's often easier to practice roles with relative strangers.

2. Explain that (underlined portions should be on chalkboard)

   a. There are 3 roles, the "change-requester," the "change-resister," and the observer.

   b. Each person will play each role in turn. Use the same situation for all three role-playing rounds; the person playing each role will change, but not the basic agreed-upon situation.

   c. Each group should take five minutes to define a realistic conflict situation in the schools, one they are already dealing with, or one they expect to encounter when trying to implement what they've learned in these workshops.

   The group should specify an attitude or behavior change that the requester is trying to bring about in the situation.

   The group should also be clear about the change-resister's general reasons for resisting. Lack of funds: Lack of interest? Ignorance of the law? etc. In other words, the resister should not be blindly negative, but should have reasons for saying "no" which s/he feels are sound.

NON-DEFENSIVE COMMUNICATION TECHNIQUES (cont.)

(Inform participants that you have available a list of situations they can look through if they have trouble coming up with one of their own. See handout "Situations that can be used in triadic role-playing." The Request/Refuse situations from Workshop 4 and the "Stereotyped Situations" from Workshop 1 may also be useful.)

d. Change requesters should use non-defensive communication skills as they attempt to persuade the resister to change.

Change resisters should behave in any way they consider appropriate and realistic in the situation; depending upon the role, they may or may not feel that they should use non-defensive communication skills. The change-resister can make the requester work hard--and may want to try to put the requester on the defensive--but should behave realistically; if s/he feels convinced by the requester, s/he should say so.

e. Observers will report to their small groups either toward the end of each round or at the end of all three rounds, depending upon what seems appropriate in each small group.

Make sure that each participant has a copy of the handout "For the Observer," on which the observer should make notes about the interaction between the change-requester and the change-resister.

3. Role-playing: Ask participants to choose roles for the first round--the change-requester will try to persuade the change-resister to accept the goal, while the observer takes notes.

   At the end of ten minutes, signal participants to change roles and repeat the exercise.

   At the end of another ten minutes, again signal the participants to change roles for the third round.

4. After the third round, ask participants to return to the large group for reporting and discussion of their experiences with non-defensive communication techniques.

REFERENCES FOR WORKSHOP #7: NON-DEFENSIVE COMMUNICATION TECHNIQUES

Assert Yourself: An Instructive Handbook about Assertiveness Training for Women, Seattle-King County N.O.W. (2252 NE 65th St., Seattle, WA 98115) 1974, $2.

Breakthrough: Women Into Management, Rosalind Loring and Theodora Wells (Van Nostrand Reinhold Co. 1972) $3.95. A sympathetic, useful treatment of problems and attitudes (of both women and men) that become important as women move into non-traditional roles. Written for business, but relevant to schools and school administration as well. Includes "how to cope" suggestions: ways to get off the defensive, how to work effectively for change, how to turn unequal relationships into equal ones, etc.

Your Perfect Right: A Guide to Assertive Behavior, Robert Alberti and Michael Emmonds (Impact, 1970)

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney Simon, et al., (Hart Publishing, 1972) $3.95. Suggests numerous activities which can be used to explore issues pertaining to sex roles and sex discrimination.

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SITUATIONS THAT CAN BE USED IN TRIADIC ROLE-PLAYING

1. (attitude change) A teacher thinks the school counselor is encouraging stereotyped work choices in the students. The teacher wants the counselor to change his/her attitudes that "the girls are all going to get married anyway" and "what boy would want a woman's job?"

2. (behavior change) A principal arranges for the staff to have one general Title IX workshop and then says, "That's it. No more. I've complied with the law." A representative from the discrimination task force is assigned the job of persuading the principal to provide more extensive information and training on the elimination of sexism.
   (Note: this situation requires each participant to plan specific definition of "more extensive information and training" before the role-playing begins. If the request for change is vague, it can be easily refused. Presenting the principal with a variety of specific options makes it harder for her/him to refuse all of them. The principal may be more easily persuaded to settle for one. That one may not be what the representative really wants, but it will be an important opening wedge for further requests.)

Other Possibilities:

3. As a representative from the discrimination task force, go to the appropriate person and request:

   a. screening for sex and race bias in materials

   OR

   b. an in-service program on various aspects of sexism in education

   OR

   c. a women's awareness week in the schools

   OR

   d. changes in sexist language in school communications, e.g., changing chairman to chairperson, etc.

   OR

   e. male cheerleaders for female games, or mixed cheerleaders for mixed games.

4. Ask the PTA planning committee to set up an awareness workshop on nonsexist childrearing.

5. Ask some students to work with you in setting up a women studies course.

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MAINTAINING A CLIMATE OF COOPERATION AND MUTUAL TRUST

FOCUS ON:	AVOID:
1. What can be observed and mutually verified Stick to the specific, the action, the here-and-now.	What is inferred, judgmental; hard to verify or agree upon mutually
Examples:	
"He made his suggestion three times."	"He's pushy; he's boring."
"The director talked through most of the meeting."	"She's too domineering."
"Barbara's report has more facts than Sam's."	"Barbara spends too much effort on trivial details, and Sam gets lost in vague generalities."
"I think there's a misunderstanding here."	"You never have understood that point."
"I think I need more information; could you give me some examples?"	"You're hiding something from me; why won't you tell me?"
"Do we have the information we need to decide upon that?"	"You never said we needed that information."
"I've had a hard time getting the data."	"No one will cooperate with me."
"The women say he ignores their requests."	"He has the typical male problem of not listening to women."
"When I hear that, I feel uncomfortable."	"People don't like to hear things like that."

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MAINTAINING A CLIMATE OF COOPERATION...p. 2

	FOCUS ON:	AVOID:
2.	Sharing ideas and information; exploring options	Giving advice; giving answers or solutions
	Examples:	Examples:
	"I understand that new forms are available for scoring those tests without sex bias."	"You should get those new forms."
	"How would it work to try..."	"The way to handle that problem is..."
	"Or you could try giving a workshop on the law."	"Tell them it's against the law; they'll have to cooperate then."
3.	Keeping the other person's needs in mind	Releasing your needs on others; swamping them with more information than they want or can use
	Examples:	Examples:
	"Can you see yourself asking her to..."	"It's just hopeless trying to work with her. How can you stand it?"
	"I think their past experience shows..." (giving limited information, ready to stop at any time)	"Let me give you the history of that. It all began..... etc. etc." (giving large amounts of information without regard to its usefulness to the other person)

WAYS OF GETTING OFF THE DEFENSIVE

The message that makes us start to feel defensive may be overt---an openly hostile, belittling, or intimidating remark. Just as often, however, an overtly reasonable or cooperative statement may be accompanied by a covert meaning that makes the listener feel put-down or threatened. For example, the request "please be specific and give me an example" may be perfectly straightforward, but it may also convey the meaning, "...so I can shoot down your example and thus prove your entire point wrong."

some other examples

overt statement	possible covert meaning
"Can you prove that?"	"I know you can't."
"Let's be fair."	"You're being unfair."
"You'll have to trust my judgment."	"Your judgment is no good."
"What I think you really mean is..."	"You're unclear, confused."
"Now let me tell you about another situation just like this."	"I'll divert your attention and get you agreeing..."
"You're too ready to see stereotyping."	"I have the correct standard of judgment which I won't define but which puts you in the wrong."

And so on. The covert meaning may or may not be intended; the point is that you think it's there and feel yourself becoming defensive. Below are some basic ways people have found useful in getting themselves off the defensive and back onto the positive pursuit of their goals.

1. Bring the covert to the surface by naming the content or process:

   "That feels to me like another one of those stereotypes."

   "Looks like we're stereotyping men again."

   Say it once, then drop it. Name what's happening, then detach yourself. Otherwise, getting off the defensive may become getting on the offensive.

2. Bring the covert to the surface by naming your feeling:

   "I'm rather uncomfortable with that last remark."

   "There's something here that doesn't feel quite right."

   Say it once, then drop it; detach yourself.

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3. Give yourself a chance to cool off, to decide your next step, by buying time:

   "Hm"

   "Will you run that by again?"

   "I'm taking a few minutes to think about that."

   "That's interesting; I never thought of it in just that way before."

   or: give a non-verbal response: a blank stare

4. Turn the conversation from your feelings to the other person's feelings by active listening:

   "I can see that's a real problem."

   "It must be really annoying to have to deal with that."

5. Ignore the covert and concentrate on getting the specific content, the facts of the speaker's overt statement:

   for example:

   "You mean you spent three days at the workshop and this is all you've come up with?"

   (covert: "You've been goofing off.")

   non-defensive response: "Yes, that's our list of recommendations so far. Is there something you'd like to see added?"

   for example:

   "You don't really expect me to propose this program to the School Board, do you?"

   (covert: "Your request is ridiculous.")

   non-defensive response: "I'm sure you know the best ways to present the program. What do you think the chief problems are?"

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MAINTAINING A COOPERATIVE CLIMATE:
QUESTIONS FOR THE OBSERVER

1. If one or another gets on the defensive:

   how did it happen?

   what was said or done?

2. Does either one try to get off the defensive by

   --naming the feeling

   --naming the content or process

   --buying time

   --actively listening

3. Do you observe attempts to maintain or return to a cooperative climate by :

   --sticking to descriptions of behavior or actions (avoiding the abstract and judgmental)?

   --sharing ideas or information?

   --exploring options?

   --other?

4. What do you predict the results will be? Whose goals will be met; what are these?

5. If you had been in one of the roles (which one?), what might you have said or done differently?

I-E **Reprinted from: Bem, Sandra Lipsitz. "Bem Sex-Role Inventory (BSRI)," *The 1977 Annual Handbook for Group Facilitators*, pp. 83-88.***

BSRI

Sandra Lipsitz Bem

In this inventory, you will be presented with sixty personality characteristics. You are to use those characteristics in order to describe yourself. That is, you are to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: ____ Sly

Mark a *1* if it is *never or almost never true* that you are sly.
Mark a 2 if it is *usually not true* that you are sly.
Mark a 3 if it is *sometimes but infrequently true* that you are sly.
Mark a 4 if it is *occasionally true* that you are sly.
Mark a 5 if it is *often true* that you are sly.
Mark a 6 if it is *usually true* that you are sly.
Mark a 7 if it is *always or almost always true* that you are sly.

Thus, if you feel it is *sometimes but infrequently true* that you are "sly," *never or almost never true* that you are "malicious," *always or almost always true* that you are "irresponsible," and *often true* that you are "carefree," you would rate these characteristics as follows:

3 Sly
1 Malicious
7 Irresponsible
5 Carefree

____ 1. Self-reliant
____ 2. Yielding
____ 3. Helpful
____ 4. Defends own beliefs
____ 5. Cheerful
____ 6. Moody
____ 7. Independent
____ 8. Shy
____ 9. Conscientious
____10. Athletic
____11. Affectionate
____12. Theatrical
____13. Assertive
____14. Flatterable
____15. Happy
____16. Has strong personality
____17. Loyal
____18. Unpredictable
____19. Forceful
____20. Feminine
____21. Reliable
____22. Analytical
____23. Sympathetic
____24. Jealous
____25. Has leadership abilities
____26. Sensitive to the needs of others
____27. Truthful
____28. Willing to take risks
____29. Understanding
____30. Secretive

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Reprinted from: Bem, Sandra Lipsitz.

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes But Infrequently True	Occasionally True	Often True	Usually True	Always or Almost Always True

_____31. Makes decisions easily
_____32. Compassionate
_____33. Sincere
_____34. Self-sufficient
_____35. Eager to soothe hurt feelings
_____36. Conceited
_____37. Dominant
_____38. Soft-spoken
_____39. Likable
_____40. Masculine
_____41. Warm
_____42. Solemn
_____43. Willing to take a stand
_____44. Tender
_____45. Friendly
_____46. Aggressive
_____47. Gullible
_____48. Inefficient
_____49. Acts as a leader
_____50. Childlike
_____51. Adaptable
_____52. Individualistic
_____53. Does not use harsh language
_____54. Unsystematic
_____55. Competitive
_____56. Loves children
_____57. Tactful
_____58. Ambitious
_____59. Gentle
_____60. Conventional

Reprinted from: Bem, Sandra Lipsitz.

BSRI SCORING AND INTERPRETATION SHEET

The adjectives on the BSRI are arranged as follows:

1. The first adjective and every third one thereafter is *masculine*.
2. The second adjective and every third one thereafter is *feminine*.
3. The third adjective and every third one thereafter is *neutral*.

Instructions

1. Sum the ratings you assigned to the *masculine* adjectives (1, 4, 7, 10, etc.) and write that total here: ______. Divide by 20 to get an average rating for masculinity: ______.
2. Sum the ratings you assigned to the *feminine* adjectives (2, 5, 8, 11, etc.) and write that total here: ______. Divide by 20 to get an average rating for femininity: ______.

Interpretation

3. Share your scores with others in your group to establish the median scores for each scale. (The median is that score above which 50 percent of the group members scored.)
4. Classify yourself according to the chart below by determining whether you are above or below your group's medians on masculinity and femininity.

Masculinity Median Score ______

		Below the Median	*Above the Median*
Femininity Median Score ______	*Below the Median*	Undifferentiated	Masculine
	Above the Median	Feminine	Androgynous

5. Study the items on the BSRI to explore how you see yourself with regard to your sex-role identity. You may wish to solicit feedback from other group members on whether they would rate you in the same ways.

For further discussions of androgynous behavior, see "Toward Androgynous Trainers" in the Theory and Practice section and "Androgyony" in the Lecturettes section of this *Annual*. (N.B.—Copies of the Original BSRI and a recently developed Short BSRI are available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.)

i–F. Reprinted from: McCune, Shirley; Matthews, Martha; Boesdorfer, Kent; Kaser, Joyce and Cusick, Judy. *Implementing Title IX: A Sample Workshop,* pp. 23-24.

Identifying and Alleviating Sexism in Education-- An Introductory Assessment

Think about the policies, practices, and programs of the education agency or institution in which you work and the behavior of staff members.

1. List as many examples as you can identify of differential opportunity or treatment of female and male students and employees.

2. What efforts have been taken to eliminate sex differentiation in opportunity or treatment?

3. What, in your opinion, are the primary barriers to eliminating differential opportunities and treatment of female and male students? Of female and male employees?

4. What, in your opinion, are the supports and resources for eliminating sexism in your school/institution?

I–G. Reprinted from: Verheyden-Hilliard, Mary Ellen, *A Handbook for Workshops on Sex Equality in Education*, pp. 72-77.

Appendix I

These exercises are adaptable. Some of them have already been through more than one "translation." Feel free to adapt or amend them to the needs of your groups. You will find after a while that you are able to create your own activities.

Be sure to use large sheets of newsprint and heavy markers for easier reading at distances.

Try to keep groups of friends from clustering. If you have a scarcity of one sex or another try to distribute the numerical minority among as many groups as possible. The count-off method—all ones in one group, all twos in another, etc.—may be the simplest way to break the ice and redistribute the groups.

Begin immediately with opportunities for people to share their concerns and attitudes, pro and con, and to find out that, no matter how they feel, there is likely to be someone else who feels the same way.

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*These activities are adapted from material used by the resource persons at the training workshop, by the state trainers in their local workshops and by the project director. For this handbook we have expanded the activities with suggestions for follow-up and interpretation.

Reprinted from: Verhayden-Hilliard, Mary Ellen

PRO AND CON OPENER

In a non-threatening way this opener will bring the workshop into sharp focus immediately. It provides for a positive opening while simultaneously allowing you to discover the needs and level of the group.

- With large sheets of newsprint and heavy markers ask each small group to develop a list of the one thing each person is most pleased about in her or his school (keep it *in their school*) in regard to sex fairness.
- Develop a second list of the one thing each would like to change which is still sex biased (again, *in their school*).
- One person reports the group's findings to the total group. Paste the newsprint to the wall and suggest that each person can take a look at all of them during a break.
- Notice, without commenting, who assumed the role of notetaker in mixed sex groups. Note who makes the group's report to the total group.
- After all groups have reported, ask if anyone noticed: Who did the notetaking? Who did the reporting? You will find some groups offering reasons for why who did what. Did people take stereotypic roles? Why?

  Be aware of and try to respond to the second list of concerns throughout the workshop.

"WHAT DO YOU EXPECT?" OPENER

A more non-specific opener is to ask the total group to break up into small groups and list:

- What relevant ideas and experiences have they brought to the workshop?
- What do they expect from the workshop?

Then have a report back to the total group.

This exercise will give the workshop leader some idea as to the level of the group and what their concerns are. It allows participants to immediately have a feeling of having a "say." However, it can be so vague as to be non-productive. Some people will have brought "love" and expect to take home "information." Urge the groups to be specific.

If your workshop is continuing for more than one day, this is a very comfortable way to begin. If time is a factor, the "Pro and Con" exercise will bring the workshop into specific focus almost immediately, yet in a non-threatening way, by allowing people to point up their successes as well as their problems.

ADJECTIVE LIST FOR MALE AND FEMALE

Using a chalkboard or newsprint, divide the page in half and write MALE above one half and FEMALE above the other.

Ask each participant to take a moment and write down five adjectives that are *usually* used to describe men or women. After they have written them down, ask if someone would like to call out one of their adjectives for either sex. Develop two lists.

Reprinted from: Verhayden-Hilliard, Mary Ellen

You will get some pleasant adjectives and some unpleasant. Some may even be in the vernacular. Accept all of them. A brainstorming session should allow everything to be accepted without comment.

When the central list is written down, read each word aloud and ask for group concensus on the word as positive or negative and whether both men and women would be proud to be described in this way. Draw a line through every word that is not viewed as positive to both sexes.

Who has the longest list? What does that mean in the opinion of the participants?

THE EDUCATOR

(In order for this exercise to be effective, the group divided into two sections, must *not* see each others' instruction.)

Place a chalkboard on rollers or a double easel between the two groups.

On one side of the board write:	On the other side write:
D. A. Barrington, Educator Owns a townhouse	Dorothy A. Barrington Educator Owns a townhouse

On both sides write:

Quickly jot the position, age,
salary of this person.

If you don't have a rolling blackboard or an easel, prepare two sets of cards or slips of paper ahead of time (half say Dorothy, half say D.A.). Prepare one slip of paper for each participant. Pass out one set to one side of the room and the other set to the other.

Before you pass it out say: Do not say anything. Do not look at your neighbor's answers. Work quickly, your first impressions will be best. I cannot answer any questions at all. Your own best judgement will be fine.

Collect the data—"D.A." cards in one pile and "Dorothy" cards in another—average the salary and age of Dorothy A. and then of D.A. and make a quick list (or read from papers) of positions.

Reprinted from: Verhayden-Hilliard, Mary Ellen.

What is usually found is that Dorothy will be older and earn less and have less prestigious positions. D.A. will be assumed to be male and will be younger, have a higher salary and more prestigious position in spite of young age.

Discuss not only why it came out this way but why they *assumed* D.A. was a man in the first place. One of the few times it came out with Dorothy with more money (she was still older and with fewer prestigious positions) was when this exercise was done in the late afternoon. Awareness had been raised and with it Dorothy's salary!

If you get answers which skew the data, share that with the group. One person wrote that Dorothy gets $100,000 a year because she is really a "Rockefeller." One person put down that Dorothy was a "Housewife who was paid $25,000 a year for her housewifery." Discussion can ensue on what that would mean to housewives if they did have money of their own.

WHO ARE YOU?

The entire group should pair off two-by-two. They will probably be more comfortable with someone they don't know. Stand up and face each other with a little distance between. One person asks the other "Who are you?", the other person responds with one phrase or one word. The first person repeats the question, the second responds with another different phrase or word. Ask only the single question, "Who are you?". Time limit on this should be about three minutes. It may seem an eternity. Then switch roles.

Discuss how people felt. Was either role easier? Why? Why not? Did they find out anything beyond the answers?

Q.	Who are you?	A.	I am an educator.
Q.	" " "	A.	I am a parent.
Q.	" " "	A.	I am a reader.
Q.	" " "	A.	I am a dreamer.
Q.	" " "	A.	I am a person who likes other people.

Do not give the participants any hints of what to say. The above is only to help the leader clarify the procedures.

Discussion may disclose that some people start with occupational identification. Some with personal identification. Some people start with generalities and work to specifics and some people go the other way about. Anyway, it is interesting to think about "Who are you?".

Reprinted from: Verhayden-Hilliard, Mary Ellen

COUNSELING WITH A DIFFERENCE

Ask for two volunteers to role play a counselor or a teacher and a student from a different ethnic or cultural minority.

Some of the most interesting information is shared when the minority group person plays the majority counselor and the majority group person plays the minority student.

Play the minority girl coming in at age 15 and wanting to plan for medical school . . . or shop welding. A second reversal could also prove interesting. What assumptions might a minority counselor make about a majority student?

WHO'S WHO

List ten famous men. List ten famous women.

Are the lists different in source of fame?

List ten men who have made a major contribution to society. List ten women who have made a major contribution to society.

Are the lists different in kind or in contribution? If the participants are presently unable to list ten women on either list does that mean the women don't exist? Where can they find out?

STEREOTYPES GROW UP

List assumptions boys make about girls and girls make about boys.

How can you intervene if these assumptions are stereotyped and demeaning?

List assumptions men make about women and women about men.

Is there any similarity between the child and adult lists?
Discuss.

THE EDITOR'S DESK

Prepare enough copies of the following statement to provide one for each small group—or one for each participant. Read the statement to the total group. In small groups, ask the participants to edit it for sex fairness:

> Why is vocational education necessary? It is the bridge between a man and his work. Millions of people need this education in order to earn a living. Every man wants to provide for his family with honor and dignity and to be counted as an individual. Providing for an individual's employability as he leaves school and throughout his work life is one of the major goals of vocational education. Vocational education looks at a man as a part of society and as an individual, and never before has attention to the individual as a person been so imperative.[41]

What are the implications for all curricular material?
Discuss.

Reprinted from: Verhayden-Hilliard, Mary Ellen

Appendix J

Strategies for Change

Discuss the challenge in small groups and report the strategy for change to the total group.

MY COLLEAGUES

Your colleagues feel that there is no sex discrimination in their educational setting. They think your concern is ridiculous and they are not interested in spending any staff time or after school time to hold a workshop on sex bias.

- How can you initiate some understanding of the seriousness of the situation?
- If you are successful to some degree, what do you do next?

CAREER AWARENESS NIGHT

Career Awareness Night for parents and students is approaching at your school. You are determined that the girls and young women at your school shall be presented with some expanded options. There are no women business leaders in your community. There are no women lawyers or auto mechanics. A call to various union headquarters has produced no women craftworkers. There are no local chapters of women's organizations who might have resources which have not yet occurred to you. The phonebook reveals physicians' names which all appear to be male. Report back to total group on how each group solved the problem.

THE BUCK STOPS HERE

- List one thing that you can do in your own school setting on your own.
- List one thing you will work to accomplish. Who can help you achieve your goal? Who will need to be convinced? Who will try to block the change?
- With whom do you need to share the information from this workshop as soon as you get back home?
- Who is the most influential person you can reach who could set significant institutional changes in motion? How can you reach him or her? When?

E. Exercises

Exercise I-1

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up __________ of the nation's paid work force. ________

   a. 26% b. 41% c. 54%

2. For every $1.00 men earn, women earn __________. ________

   a. 95¢ b. 76¢ c. 57¢ d. $1.00

3. The average young woman today can expect to spend __________ years in the paid work force. ________

   a. 7.3 b. 17.1 c. 22.9 d. 31.2

4. Out of every 10 young women in high school today, __________ will work for pay outside their homes at some point in their lives. ________

   a. 9 b. 5 c. 7.4

5. Both husband and wife work in __________ percent of the nations's marriages. ________

   a. 35 b. 47 c. 28

6. The median income of working women with four years of college is __________ that of men who have completed eight years of elementary school. ________

   a. greater than b. the same as c. less than

7. The difference between the average yearly incomes of male and female workers has __________ over the past 20 years. ________

   a. increased b. decreased c. remained the same

8. About __________ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. ________

   a. four b. six c. eight

9. Women workers are __________ likely than male workers to be absent from work. ________

a. more b. less c. approximately equally

10. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: ________

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

11. __________ percent of all women workers are employed in clerical occupations. ________

a. 11.2 b. 18.1 c. 27.8 d. 35.0

12. __________ percent of all vocational education programs had enrollments which were either 90 percent male or 90 percent female in 1972. ________

a. 20 b. 32 c. almost 50

13. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is __________. ________

a. consumer and homemaking programs
b. occupational home economics
c. office occupations

14. __________ percent of all students enrolled in vocational education programs in the area of trades and industry are females. ________

a. 13 b. 21 c. 34

15. Trends in male/female enrollment in vocational training programs show that ________

a. Females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs.
b. Males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.
c. The entry of males and females into programs nontraditional to their sex is occurring at about the same rate.

Adapted from: Resource Center on Sex Roles in Education, *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Contexts*, 1977.

Answers for Exercise I-1

1. b. 41%
2. c. 57¢
3. c. 22.9
4. a. 9
5. b. 47%
6. c. less than
7. a. increased
8. a. four
9. c. approximately equally
10. b. white males $11,633
    minority males $8,363
    white females $6,544
    minority females $5,772
11. d. 35%
12. c. almost 50%
13. a. consumer and homemaking
14. a. 13%
15. b. Males are enrolling in traditional female courses at a faster rate than females are entering traditionally male courses.

Exercise I-2

IMPLICATIONS OF THE FACTS FOR VOCATIONAL EDUCATION

Directions: These questions are designed to assist you in your thinking about the dimensions of the problems of sex bias and sex stereotyping in vocational education. List answers to the questions in the space provided.

1. What are the implications of the work force and vocational education data for vocational educators?

2. What are the implications of these data for the lives of men? How does this affect vocational education programs?

3. To what extent do you think that vocational education administrators are aware of these data?

4. To what extent do you think that vocational education teachers are aware of these data?

5. To what extent do you think that vocational education students are aware of these data?

Exercise I-3

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Directions: Listed below are a number of situations which are familiar to *vocational education administrators.* Under each situation three or four responses are provided. Please read each situation and response, and determine how the response would be described according to the following categories.

D – Discriminatory behavior—a violation of Title IX

B – Sex-biased behavior—reflects bias or stereotyping but it is not a violation of Title IX

F – Sex-fair behavior—treats both sexes in equal or similar ways

A – Sex-affirmative behavior—attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

Responses: _____A. "Do you intend to have any more children?"

_____B. "What does your husband do for a living?"

_____C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

_____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: You receive information related to an administrative intern training program. You:

Responses: _____A. Distribute the information only to male teachers.

_____B. Distribute it to all teachers.

_____C. Conduct a special recruiting effort to attract more female teachers into the intern program.

3. Situation: Your institution maintains the following administrative position on dress/appearance of staff:

Responses: _____A. Although there's an expectation that staff dress neatly and appropriately for their jobs, there are no rules or regulations. Any gross violations would be handled individually.

_____B. There are no rules or regulations concerning staff appearance other than an unwritten expectation that "one wear what is appropriate for one's job." Female and male staff members are encouraged to wear comfortable clothing that allows them freedom of movement necessary for carrying out their job responsibilities.

_____C. Staff members are required to wear dress apparel (shirts, ties, and jackets for males, dresses/pants outfits for women) or uniforms.

4. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

Responses: _____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

_____B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

_____C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

5. Situation: One of your industrial arts teachers has made it clear that he doesn't approve of having young women in welding and that anyone who enrolls in his program probably won't last very long. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by that teacher and students. You say to her:

Responses: _____A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be little more inconvenient for your schedule, but it will solve the problem."

_____B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harassment, and it's my responsibility to see that your rights are protected."

_____C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

6. Situation: Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

Responses: _____A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

_____B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees.

_____C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

7. Situation: There is only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom. You:

Responses: _____A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

_____B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

_____C. Instruct the teacher to let the females use the restroom in emergency situations.

Adapted from: Resource Center on Sex Roles in Education. *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action*, 1977.

The original source includes situations for vocational education counselors, vocational education instructors, and additional situations for vocational education administrators.

Answers for Exercise I-3

1. d A
d B
d C
d D

2. d A
f B
a C

3. f A
a B
f C

4. d A
f B
a C

5. d A
f B
d C

6. d A
d B
f C

7. d A
f B
d C

Exercise I-4

AWARENESS PREASSESSMENT

Directions: Answer the following questions according to your own beliefs. Each question should be answered *either* True (T) *or* False (F), based upon your own knowledge, attitudes and experiences.

T F 1. Pregnancy and childbirth represent the biggest health reason for loss of employee work hours to the American employer.

T F 2. Young girls tend to have a lower need for academic success than do boys.

T F 3. About one-quarter of all working women are employed in the occupations of typists, secretaries, seamstresses, housekeepers, maids, nurses, receptionists, telephone operators, and babysitters.

T F 4. In recent years women have been becoming members of labor unions in rapidly growing numbers.

T F 5. There are as many wage-earning instructional programs within the traditional female vocational education areas as there are in the traditional male vocational education programs.

T F 6. By 1975, enrollment in Consumer Homemaking programs nationwide was more than 15% male.

T F 7. Research findings suggest that high school women who are career-oriented may be discouraged by secondary school counselors.

T F 8. Married women are usually better adjusted than single women.

T F 9. Examination of adults in textbooks shows men with more than 150 occupational choices and women with ten or less choices.

T F 10. The following statement is a good example of non-biased language—"Mary Wells Laurence is a highly successful woman advertising executive."

T F 11. The education industry is one area in which women and men receive equal treatment.

T F 12. Women earn about 40% of the bachelor's degrees awarded in the United States.

T F 13. In 1972, 39% of the nation's local school board members were women.

T F 14. Available leadership studies of school administrators show that women perform equal to men or better than men.

Using the answer sheet on the following page, give yourself 5 points for each correct answer. A score of 50 points indicates you have sufficient background information to provide a non-baised atmosphere in your classroom.

Answers to Exercise I-4

1. False. More work hours are lost to males with hernias than pregnancy and childbirth.

2. False. Not until the physical changes of puberty occur, along with increased emphasis on social success, does academic success for females begin to become less important as a verification of self-esteem. Traditionally this shift continues until academic—vocational achievement is perceived as a threat to the more important social success.

3. True. Women make up 99% of all private housekeepers, 98% of all nurses, 97% of all secretaries, and 95% of all typists. Because these job categories are almost exclusively female, equal pay laws are not effective in raising salaries for these workers. If men begin to enter these traditionally female occupations, the salaries for the jobs should rise as they did when men more frequently became teachers and school workers.

4. False. Between 1966 and 1970 the proportion of working women who were members of labor unions declined, even though women's participation in the labor force increased. The earnings gap between men and women in unions was narrower for white-collar, or service workers, and wider for blue-collar workers.

5. False. There are 29 wage-earning instructional program options within the female—intensive vocational education programs of health, gainful home economics, and office. There are 84 wage-earning options within the male—intensive vocational education programs of agriculture, distribution, technical, and trades and industrial.

6. True. By 1975, male enrollment in Consumer-Homemaking programs was 18.1 percent of the total enrollment nationwide.

7. True. Thomas and Steward (1971) found counselors preferred female clients with traditional career goals. Young (1973) found that counselors choose "masculine" occupations more often for male clients than for female clients with similar characteristics. Pietrofessa and Schlossberg (1970) concluded that (1) women are not encouraged to go into masculine fields and (2) bright women are almost always encouraged to enter traditional female professions such as teaching.

8. False. Fifty percent of married and 30% of single women are bothered by feelings of depression; 44% of married and 24% of single women sometimes felt they were about to go to pieces; 53% of married and 19% of single women were afraid of death; three times as many married women showed severe neurotic symptoms.

9. True. An examination of the images of adults in textbooks indicates that the adult world is a world of men. Men are shown in over 150 occupational roles—they are doctors, chefs, farmers, chemists, waiters, carpenters, pilots, etc.

   Most textbook women are housewives, and the realities and difficulties of managing a household are never shown. When women are shown working, they are depicted as teachers, librarians, sales clerks, and nurses.

10. False. The following is a better example: "Mary Wells Laurence is a highly successful advertising executive." Since men who are successful are never categorized by sex, the original statement gives the impression that it is unusual for a woman to be a successful executive.

11. False. While 70% of the teachers in elementary and secondary schools are women, in the better paying positions in college and universities 80% are filled with men. Only 9% of all full professors are women.

12. True. Also 40% of all master's degrees and 13% of all doctorates are women.

13. False. In 1972, a study Commission of the National School Boards Association discovered that only 11.9 percent of the local school board members were women and 39% of the local boards had *no* women members.

14. True. Various studies have shown that women principals were rated higher in terms of noticing potential problem situations and reviewing results of action taken. There were no significant sex differences in other measures of performance.

Adapted from: Harouff, Marge. *Sex Bias and Sex Discrimination in Vocational Education.* Lincoln, Nebraska: State Department of Education, Division of Vocational Education, 1976, pp. 3-6.

Exercise I-5

Purpose: The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of a sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chapter.

Directions: Your sex equity office has set up a WATS line to assist LEAs to improve vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. The vocational education director at Susan B. Anthony Vocational Center is looking for materials to use with one of her school's counselors who refuses to recruit nontraditional students. After twenty-five years of experience, this counselor believes in men's work and women's work because that is the way it has always been and men and women like it that way. What might refute this belief?

2. Girls enrolled in auto mechanics courses as Sojourner Truth High School are complaining that their teachers use sexist language as though only boys were in the class. When one of the staff expressed dismay over this problem during a faculty meeting, several of the auto mechanics teachers became highly defensive. What advice would be helpful?

CHAPTER II

HOW DO WE DEAL WITH SEX BIAS?

A. Introductory Questions

1. What makes an effective workshop?
2. What purposes can handouts serve best?
3. What makes role-playing work well?
4. Do helpful audio-visual materials exist in this area?
5. Are games OK?

B. Narrative

Overt sex bias, behaviors resulting from the assumption that one sex is superior to the other, will be easier to change than attitudes about "appropriate" sex roles. Strategies for bringing about such changes through workshops, handouts, role playing, audio-visual materials, and games are described below.

Workshops

Workshops need to be designed around both the content of the workshop and the audience for whom it is being presented. When dealing with overt sex bias, perhaps the best beginning is a factual presentation of the data on women in the paid labor force today. Follow this with the facts about vocational education enrollment data as well as teacher role models. Much of the information included in Chapter I can be used as background information. Consider all of the materials already mentioned in Chapter I for their usefulness to you both in design and for target audience. The background information will probably be very much the same for all of your audiences, but the follow-up action you will generate will vary for each target group. You would expect the administrators to make different use of the information, for example, than the classroom teachers. One idea, for example, is that women are in only a few occupations, and those tend to be the low-paying or no-paying positions. Of the ten most popular occupations for men and women, only one for women (teaching) and men (engineering) is *not* prepared for through vocational education programs. The administrator will see the implications in policymaking, planning, admission criteria, and so on. A classroom teacher might consider the texts, curriculum, and his or her attitude toward having students not of the gender of the majority of students, in the program. Perhaps the workshops could be designed in such a way that the facts might be presented to all the target audiences, but when the participants move to working groups they might be assigned to move as subgroups, that is counselors together, teachers, and the like.

Reprint II-A provides "Workshop Leader's Tools" from *A Handbook for Workshops on Sex Equality in Education* by Mary Ellen Verheyden-Hilliard. Another resource for workshop materials is *A Handbook of Structured Experiences for Human Relations* by J. William Pfeiffer and John E. Jones.

A workshop was designed as a recruitment strategy for enrolling women in a nontraditional program by the Center for Research on Women at Wellesley College. Included as Reprint II-B are their workshop schedule and their rationale which can be applied to any kind of workshop. This material is from *Expanding Career Opportunities for Women; A Workshop Guide.*

Students are often the targets of overt sex bias from educational personnel. Parents and peers also show bias toward students. Workshops with students and/or parents as target audiences are certainly appropriate. Included as Reprint II-C is an exercise for parents from a workshop for high school senior women. This workshop provided the structure for enabling young women to explore their own potential and, by encouraging a life-long process of introspection and planning, expected to encourage women to take control of their lives rather than flounder at the mercy of other's expectations of them. Other materials included in *Career Education Project for High School Senior Women: Final Report* by Walter S. Smith, Kala M. Stroup, and Barbara M. Coffman are their workshop leaders' manual and a home course of study for students.

Handouts

Facts and statistics from the U.S. Department of Labor can be used for very convincing handouts. Get yourself on their mailing list and share whatever you receive in newsletters, staff memos, bulletin boards, or whatever creative communication link you have. Copies of the reprints in this publication and of some of the articles listed in the bibliography (Chapter VIII) may be appropriate with some audiences.

Do not eliminate the possibility of reaching some audiences with humor. Included as Reprint II-D are two samples. Very likely there are some favorites you, too, can share.

Articles about successful women and men in nontraditional jobs are appropriate for reluctant teachers, unions, and employers. The same article in student newspapers can inspire students.

Role-Playing

Overt sex bias can be easily demonstrated with role-playing activities with almost any kind of audience. Usually the most successful role-plays are those in which participants know their roles ahead of time and think through their "parts." It is possible to have spontaneous role-play, but only with a high level of trust environment and some experience on the part of those playing the roles. Some role playing is effective if the action is very sex biased and the watchers then explain what is wrong and how to improve on it. You might have a second role-play after the discussion to act out the way it ought to be. One idea for a role-playing activity is included as Reprint II-E, from the Career Exploration Project.

When you design a role-play, know what the purpose of role-play is and have some specific questions prepared for the group so participants know ahead of time what they are watching for. Role-playing is effective but very time-consuming, so make certain you have alloted enough time.

Students are often quite good at role playing and at analyzing the reasons for the activities. Two role playing activities dealing with unconventional occupations and stereotypes are on pages 105-107 in *Today's Changing Roles: An Approach to Non-Sexist Teaching* prepared by the Resource Center on Sex Roles in Education. Stimulating students' reconsideration of attitudes on changing roles can be enhanced through brief conversational vignettes such as the four mini-plays by Julia Piggin in the article "What Role Do You Play?" in *Forecast for Home Economics* (November 1973). See Reprints II-F and II-G for a range of possibilities in adapting the role playing technique first to upper elementary students and then to secondary students. (Reprint II-G, while addressing counselor training, is applicable to older students' needs too.)

Audio-visuals

It isn't always necessary to have the role playing enacted live. There are some excellent films that are prepared specifically to provide a situation that is obviously sex biased, and the viewers are then invited to make recommendations. One scene from a film is included as Reprint II-H. The scene is from *In All Fairness: A Handbook on Sex Role Bias in Schools* by Gloria Golden and Lisa Hunter. This handbook and the three films on sex role stereotyping in schools which accompany it (*Hey! What About Us, I Is Important,* and *Anything You Want To Be*) are meant to help teachers become aware of what sex role stereotyping is. The films facilitate observation. The handbook suggests classroom activities and discussion questions which explore the concept of sex role stereotyping in schools; it also provides factual information about sex differences.

The Feminist Press has prepared an excellent packet of inservice education materials, *Women's Studies for Teachers and Administrators,* edited by Merle Froschl, Florence Howe, and Sharon Kaylen. This packet, including a cassette recording, is intended for those interested in eliminating sexism in the schools.

Chapter VIII of this publication includes a listing of audio-visual materials.

Games

Games, like role-playing, are very time-consuming. They are, however, very effective when used corretly. Games take time to prepare so it is suggested that you use those already prepared and that they be used in recommended conditions. Be certain that your objectives are being met by the game and that your audience is not getting lost in the fun, so as to lose the purpose of the game itself.

One excellent game prepared by JoAnn M. Steiger and Arlene Fink, *Expanding Career Options,* is well planned and has been field tested. The lessons have been planned to help students, male and female, understand sex role stereotyping of jobs and that discrimination by sex in employment is illegal under federal law. The game includes exercises which increase understanding of the patterns and results of women's participation in the labor force. Lessons also demonstrate the effects of womens' participation in the labor force and the effects on the standard of living of the family. A game board is provided and players move according to the dice roll, but chance cards occur affecting the players' progress.

C. References

Center for Research on Women at Wellesley College. *Expanding Career Opportunities for Women: A Workshop Guide.* Wellesley, Mass.: Center for Research on Women at Wellesley College, nd.

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Steiger, JoAnn, and Fink, Arlene. *Expanding Career Horizons: Teachers' Guide.* Springfield, Illinois: State Board of Education, Illinois Office of Education, 1977.

Verheyden-Hilliard, Mary Ellen. *A Handbook for Workshops on Sex Equality in Education.* Washington, D.C.: American Personnel and Guidance Association, 1976.

II—A. Reprinted from: Verheyden-Hilliard, Mary Ellen. *A Handbook for Workshops on Sex Equality in Education*, pp. 19-23, 78.

Workshop Leader's Tools

A workshop should be more than speeches. It should offer a variety of ways to deliver and process the message of the workshop.

The following sections provide suggestions on four different kinds of activities:

- group activities
- media presentations
- strategy sessions
- evaluations.

In and around all of these activities, the workshop leader can continue to deliver information and ideas as well as help the participants process and absorb the material being presented.

GROUP ACTIVITIES

Purpose

Working together on group activities which highlight problems of sex role stereotyping can provide:

- a shared baseline of experiences from which the participants can then discuss the sex stereotyping or sex fairness of the group response
- an opportunity to tie in related concerns and experiences on sex equality in education
- an opportunity for the leader to feed in more information when appropriate to the on-going discussion
- feedback and ideas for all participants.

What is a "small" group.

If you are doing a small group exercise, limit the group to four or five persons. This size makes it more likely that everyone in the group will contribute to the discussion. The person who is silent is sure to be asked for her or his opinion. In a "small" group of eight or ten, the quiet person is likely to be overlooked. Her or his contribution will never be gathered into the total. KEEP SMALL GROUPS SMALL.

Which Activity to Use

Appendix I provides a selection of activities and games for group work. Except for the workshop openers, the exercises are not meant to be used in any particular order nor should the workshop leader expect to use all of them. They are a repertoire of activities which, by judging the needs, level and composition of the group, may be used as needed. (Included on pp. 35-39)

Reprinted from. Verhayden-Hilliard, Mary Ellen.

MEDIA FOR THE WORKSHOP

Media of some kind enhances a workshop. Careful selection can highlight and reinforce your presentation with an "outside" perspective.

Print

A display of materials, pamphlets and books related to sex equality in education will give the group an opportunity to look at material which they might then want to order for themselves. The Women's Bureau of the Department of Labor and other sources have free material which can be sent to you in single copies for duplication and display. The Women's Bureau will also provide order forms for a workshop so that participants who wish to order materials may do so.

Take the time to study the material you select for display so that you can discuss it with the participants and make suggestions for its use. The Resource section lists over 150 print items which have relevance to sex equality. It is, of course, in no way an inclusive list.

Informational Handouts

A resource packet to take home is a strong addition to any workshop. The participants will then have some materials in hand to begin work in their own educational setting.

The Resource section indicates many items that are free of charge or which can be duplicated. When ordering materials try to select at least one item which relates to each topic on the program.

Audio Visual

Films, slide shows and filmstrips are available which deal with sex role stereotyping in general and sexist curricular and guidance materials in particular. These can be good discussion starters and some provide statistical information which is illuminating.

For the leader who is without resource persons to help with the workshop, a good audiovisual provides additional support for the ideas you are presenting.

One or at the most two media presentations are enough in a daylong workshop. You do not want your participants to be only passive viewers during the workshop. The Resource section lists catalogues of films from which a selection could be made.

STRATEGIES FOR CHANGE

A strategy session can help people develop a commitment to work for change by providing:

- time to explore options on what to do next
- time to benefit from the ideas others may have on how to proceed
- confirmation that their own ideas are good and worth pursuing.

Reprinted from: Verhayden-Hilliard, Mary Ellen

The strategy session is best done in small groups that report back to the total group. Even though people may be coming from different educational settings, they can help each other with ideas for procedures.

Appendix J lists several activities to get the strategy session going. (Included on p. 40)

WORKSHOP EVALUATION

The purpose of an evaluation form can be twofold:

1. to tell you if the workshop accomplished what you hoped it would; and
2. to tell you what the participants see as possible next steps.

The participants' suggestions for next steps can serve as a guide and a lever for further planning activities.

We suggest unsigned evaluation forms so that people will feel free to make honest comments. This is probably particularly advisable if the workshop is being held for persons whom you know or with whom you work.

A sample of the SEGO Project Comment Form is Appendix K.

Organizing A Workshop

This chart is a checklist to be adapted and amended as you consider the purpose of your program, the participants likely to attend and the logistics of your situation. The chart is in two aligned sections: Planning Steps in chronological order and an Alert List of important details to which attention must be given if the day of the workshop is to run smoothly.

Planning Steps

A. Set Up an Overall Time Frame

Allow more time rather than less for planning in order to:

—reserve site
—contact resource persons
—send for and receive resource materials
—reserve audio visual materials
—prepare and send out promotional material

B. Develop Your Workshop and Train Yourself

1. See Workshop Outline on page 4.
2. Study the "Why of a Workshop" and the sections on "Workshop Leader's Role" and "Workshop Leader's Backup Information."

Alert List

Early scheduling will allow you some time to make new arrangements if plans should go awry; e.g., a speaker cancels, materials are not available when expected, etc.

Being able to respond effectively and with statistical facts to the questions of the skeptics will be critical.

Reprinted from: Verhayden-Hilliard, Mary Ellen.

Alert List

Arrange for display space—tables and bulletin boards.

Print or xerox your program *after* your schedule is firmly set.

Check for burnt-out light bulb in projector, make sure that the audio is synchronized to the video, check that the slides are in sequence, check the location of outlets and light switches so the room can be dimmed. Assign someone to run the "shows" if you can.

Be specific in your requests; ask for outline of their remarks. Confirm plans and dates in writing.

Take care that each person fills in the sign-in sheet which has been set up for name, address and telephone number (for future reference). Assign someone to be in charge of this task.

Avoid auditoriums and permanently fixed seating. A room where chairs can be moved into small groups and rearranged into large circles is best. Confirm the reservation in writing. Make certain that lunch (served or brown bag) can be eaten on the premises.

Be aware of national, local, and religious holdays. Determine if other programs may be directed to your proposed audience on the same day. Check school holidays and exams. Be sure your reserved date is confirmed in writing.

Planning Steps

C. Prepare Resources for Workshop

1. **Print:** Prepare a display of pamphlets, books, bulletins and posters; if display is large, arrange by topic (i.e., Law, Athletics, etc.).
2. **Information Handouts:** Order materials early, assembling packets takes time. The only cost involved, if you use free material, might be for a folder or program. The program can be stapled to the materials and handed out as a packet.
3. **Audiovisuals:** Borrow or rent (reserve in advance) slide shows, films, filmstrips; prepare overhead transparencies, posters; secure projectors, screens.
4. **Speakers or Panelists:** Some groups that can provide or suggest speakers for special topics (e.g., law, careers, employment, etc.) are: the Womens' Bureau of the Department of Labor, the Office for Civil Rights, local Commissions on the Status of Women, women's organizations, civil rights groups and women's studies faculty at area colleges.
5. **Miscellaneous Items You May Need:** Chalkboard, chalk, newsprint, felt tip pens, name tags, sign-in table, coffee, cups, cream and sugar, "no smoking" signs, lunch vouchers if necessary, trash baskets.

D. Arrange Logistics

1. **Site:** Consider the following suggestions for locating a site; classrooms, library, student/teacher lounge, community locations in libraries, churches and colleges. Women's and civil rights organizations can provide suggestions and assistance. Secure proper permission to use a site.
2. **Date:** Selection of date depends on target audience. Released time or staff development days, Saturdays or evenings may be possible.

Reprinted from: Verhayden-Hilliard, Mary Ellen.

Alert List

Get permission before posting material. Make sure contact telephone number is noted on all publicity materials.

Keep a separate list of those who paid for lunch and issue lunch vouchers at sign-in.

If participants are expected to bring a brown bag lunch or if a catered lunch on-site is planned, details and cost must be worked out so that information can be printed on publicity material.

Registration fees and lunch fees can involve large sums of money. You may want to open a special checking account.
If you are to account for all funds spent, keep a small notebook and write down item, cost, and date *as you spend it*. It can be made into a proper expense chart later.

You may get better response if persons are not asked to identify themselves by name on the evaluation forms.

Follow-up done while interest is high and memory fresh may be more likely to produce on-going activities.

Planning Steps

3. **Publicity:** Allow time to prepare clear and informative publicity material. It is not necessary to have art work or editorial help. However, if such assistance is available use it. Notify the press and TV if you want coverage. Plan to post flyers and posters in schools, libraries, and with civic groups. Consider sending letters to appropriate groups, e.g., members of the board of education.

4. **Registration:** Consider pre-registration before a certain date. It is helpful to know who and how many participants to expect and it is essential to know for ordering lunches, if that is part of the program.

5. **Lunch/Coffee Breaks:** Lunch and coffee breaks on-site are preferred as they offer time for group interchange. If a catered lunch is not feasible, consider having participants bring bag lunches and you provide coffee and tea.

E. Finances

School and community organizations are usually generous in helping facilitate educational programs, and some materials are free. Special expenses may be incurred for: audio visual rentals, coffee/lunch, duplicating fees, printed programs and/or posters, newsprint, name tags, felt tip pens, resource packet folders, postage, phone calls.

F. Evaluation

Plan your evaluation sheet very carefully and allow time within the time frame of the workshop for the sheet to be filled out.

G. Follow-Up

The following tasks should be completed as soon as possible after the workshop:

- Thank-you notes to resource persons and suppliers of free materials, films and services, and to all who have been helpful (you may want to ask these persons to help again).
- Compilation of evaluation forms and sharing of evaluation data with participants (see sample form on page 78).
- Dissemination of participant lists to those who indicated on sign-in sheet they wished to be on the mailing list.
- Next steps—your evaluation forms should help you determine what your follow-up might be.

Reprinted from: Verhayden-Hilliard, Mary Ellen.

Appendix K

SEGO PROJECT WORKSHOP COMMENT FORM

Check Appropriate Items:

Counselor ____; Teacher ____; Administrator ____ Date:__________
Elementary ____; Secondary ____; Other ____ City:__________
Female ____; Male ____ State:__________

We would appreciate your *unsigned* comments on this workshop for two reasons:

1. To learn how this workshop has been useful to you and what you plan to do next.
2. To utilize your responses to help us plan future workshops and possible follow-up.

Utilizing the materials, information and ideas presented in this workshop, do you now feel more able to help: (Check as many as appropriate)

—others understand sex bias
—eliminate sex bias in your own educational setting
—plan workshops on sex equality

What ideas and strategies do you plan to take back to your educational setting as a result of this workshop?

In terms of what was presented, are there additional topics which you would have liked us to include in this workshop?

What would you see as the most useful follow-up to these workshops?

(Please use reverse for comments if necessary)

II—B. Reprinted from: Center for Research on Women at Wellesley College, *Expanding Career Opportunities for Women: A Workshop Guide*, pp. 14-23.

FIGURE 3: DRAFT AGENDA FOR SERVICE WORKERS WORKSHOP

Friday, January 9

6:30 p.m.	Welcome, Social Hour (Cheever House)
7:00 p.m.	BUFFET DINNER (Cheever House) Introductions Review of statement of issues Review and revision of agenda Assignment to groups

Saturday, January 10

8:45 a.m.	Small group meetings: Identifying priorities 1. Accreditation and Licensing, Apprenticeship Vocational Training 2. Worker Compensation and Insurance
10:30 a.m.	BREAK
11:00 a.m.	Small group meetings (continued)
12:00 a.m.	Summary and exchange of group reports
12:30 p.m.	LUNCH (Cheever House)
2:00 p.m.	Small group meetings: Strategies for change 1. Unionization 2. Legislation and Policy
3:30 p.m.	BREAK
4:00 p.m.	Small Group meetings (continued)
5:30 p.m.	Summary and exchange of group reports
6:00 p.m.	BREAK - Social Hour (Cheever House)
7:00 p.m.	DINNER (College Club)
8:00 p.m.	Coffee and Dessert (College Club Library) Evaluation of workshop

Sunday, January 11

9:00 a.m.	Specific proposals and implementation What to do -- how to do it
10:30 a.m.	BREAK
11:00 a.m.	Proposals (continued)
12:30 p.m.	LUNCH (Cheever House)
2:00 p.m.	Final Report and Recommendations
3:30 p.m.	Workshop Evaluation

The background materials produced for the New England workshops are available for your use at cost from the Federation of Organizations for Professional Women. (See inside back cover of this booklet.) Each package of materials includes a statement of the problems, data relating to those problems in New England to illustrate how such regional data may be prepared, the specific recommendations of the New England workshop participants, and annotated bibliographies. They may be useful in their present form for workshops directed to an overall analysis of the problems confronting women in each of the major employment categories. Or they may be used to provide background data if workshops are structured around different themes. These materials were initially sent out in draft form and were subsequently revised; recommendations were added after the workshops.

The materials produced by the New England Project also include two general background documents. The first, The Economic Background, contains specific data and suggested explanations for the changes which took place from 1960 to 1970 in the employment of men and women, by employment category, in each of the 50 states in the nation. The Public Policy booklet includes a summary of national legislation and administrative rulings affecting women who work for pay, and guidelines for obtaining information on the relevant state and local policies in each region.

PREPARE THE DRAFT AGENDA CAREFULLY:

The draft agenda provides the skeleton around which the body of the workshop discussions are built. It should be carefully planned to ensure adequate discussion of the key problems. Participants should see it as a draft which they are free to revise.

The agenda of the service workers workshop in the New England Project is included here on page 15.

Introductions:

The first session should be brief, providing an opportunity for the participants to get to know each other and to discuss the purposes of the workshop. In the New England Project, the introductory session was a social hour and buffet supper, which set an informal businesslike atmosphere for the workshop. Two-day workshops may want to take an hour the first morning. The conveners should briefly re-state the purposes of the workshop, and ask each participant to tell who she (or he) is. Participants may also explain how their area of concern relates to the workshop's goals.

Analyzing the causes of the problems:

The first working session of the workshop should be devoted to identifying the needs of women working for pay in the region, and how particular institutions and practices block them from improving their job status.

The participants may decide to analyze these problems in alternative ways. They may break up into two or three small groups for intensive discussion of particular problems. A spokesperson elected by the group could report back to the entire workshop after a stated period.

Or the workshop participants may work together as a whole. This ensures that all the participants will hear all the arguments and evidence brought forward. It is only feasible, however, if the number of participants is less than 12.

Formative evaluation session:

About midway through the workshop, it is useful to give the participants an opportunity to evaluate what they have been doing and to set the future course. This is best done in a relaxed session, after dinner or at a late afternoon break.

An evaluation session is formative in the sense that it permits the participants to consider whether they have identified the key problems so they can begin to focus on remedies. On the foundation of this discussion, they can better decide how to proceed for the second half of the workshop the following day. It also encourages them to take responsibility for the workshop's outcome.

Proposing concrete action programs and strategies:

During the second half of the workshop the participants should develop concrete proposals and strategies for implementing them. In the first half they will have identified the institutional practices which constitute the major barriers to women's career aspirations. They should now be ready to determine what specific actions programs are needed, and how to persuade key individuals to implement them.

Participants should make a realistic assessment of the resources which might be mobilized to implement their proposals. They will need personnel, networks of women's groups, and funds. These may be found among:

*workshop participants who may themselves introduce changes

*women's groups working together to achieve specified programs

*local, state, and national governmental agencies in the region. Participants may identify these and consider ways to influence them.

*private sources which participants may identify and discuss how to approach them.

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The final evaluation session:

After the workshop participants have made their recommendations, they should be invited to spend a half hour or so evaluating the results of the workshop. This gives them an opportunity to review the implications of their discussions and think about how they might work together in the future. New ideas and proposals often emerge as the participants sit back to review what they have done. Sometimes this becomes one of the most creative sessions in the workshop.

Keeping a record of the workshop:

A record should be kept of the analyses and recommendations of the participants. To help participants keep track of what has been said, it is useful to outline problems and proposals on a blackboard or large sheets of newsprint scotch-taped to the walls of the room. In addition, a more detailed written record should be kept for later use in circulating and implementing the recommendations. It may be possible to obtain the assistance of students from neighboring colleges to act as rapporteurs.* This will leave the participants free to concentrate on the workshop itself, for it is difficult to participate fully while taking notes. A tape recorder may be used, but it is helpful only to check on details which the note taker may have missed. Few people have time to re-listen to the hours of taped discussion.

Report of the workshops:

A report of the workshops should be sent to all the participants and perhaps made available for wider circulation through the news media. This report should include a summary of the recommendations made by the workshop participants, and the background reasoning which gave rise to them.

DESIGNING AN IMPLEMENTATION STRATEGY

From the outset of the New England workshops, the directors and conveners struggled with the question of how to implement the recommendations.

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*Workstudy and internship programs at local college and universities may provide students if you make contact with them far enough in advance. Students taking Women's Studies courses may also be willing to volunteer as an opportunity to obtain insight into the practical problems they are studying.

The participants in the final workshop in New England devoted their energies to analyzing ways to introduce the kinds of educational programs recommended in the earlier workshops into the educationsl systems of New England states and towns. They identified in detail the key institutions where changes should be introduced, and the key individuals who might design and implement appropriate programs. While they were particularly concerned with educational systems, the model they used could be helpful for any group seeking to introduce programs in any system of institutions.*

This model is incorporated into this Workshop Guide because the New England workshop conveners concluded in their final group evaluation that it would have been helpful if they had utilized a model of this kind from the outset. The model assumes that politics governs all systems at some level. The informal networks, as well as formal authorities, need to be charted before one attempts to change them. A checklist of questions provides a useful tool. They provide a guide for drawing a map before wandering into new and perhaps hostile territory where one might easily get lost, or even attacked by (unknown) enemies.

The best way to discover the answers to the questions posed by the model is to ask informed and savvy people who deal with the system as part of their daily lives. Very few of the answers lie in books or articles. You are trying to discover the unwritten "rules of the game", which people will talk about but rarely write down.**

It would serve no purpose here to repeat the particular details that were discussed at the New England workshop. They were presented verbally only for the use of those immediately involved, a kind of interaction which the workshop setting makes possible. Such details continually change as institutions are changed, and new individuals are appointed. Furthermore, workshop participants could not make them public if they wished to continue working within the local system.

More important than the specific details is the model that the participants created for introducing improvements. The kinds of issues raised at the workshop analyzed the possibilities of introducing programs into the school systems of New England are included in parentheses by way of illustration. The model is developed in more detail in the package of materials prepared for the eighth workshop.

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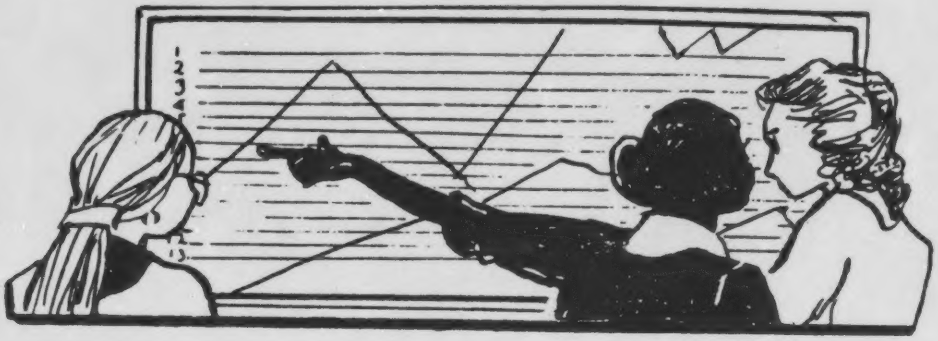
*In fact, it could be used to analyze any organizational structure, from one as small as a family unit to one as large as the Federal Government.

**At the federal and international level analysts do write about these rules. See works like Neustadt's Presidential Power, Redman's Dance of Legislation. There also exist excellent case analyses of major corporations like Bowen's Managing the Resource Process.

Reprinted from: Center for Research on Women at Wellesley College.



HOW TO MAP THE TERRITORY

At a very simple level, strategy may be viewed as an integrated response to the following questions:

What *might* we do? (an analysis of the environment of which the exercise below constitutes a map)

What *can* we do? (an analysis of our resources)

What do we *want* to do? (an analysis of our preferences, inclinations, values, energizing issues)

What *should* we do? (an analysis of our organizational obligations, espoused values)

The questions may be elaborated as follows:

1. What are the relevant components of the system or systems in which change is needed?

Identify them by name and title:

- The formal system (e.g. the educational system on federal, state, and local level; or the vocational-technical education system; or the adult education system, etc.)
- Relevant aspects of other formal systems which impinge (e.g. budgetary decisions of the local, state, and federal governments affect possibilities of implementing proposed programs)
- Political groups and alignments (e.g. the political parties in a town or region may take stands, formally or informally, for or against specific kinds of proposed educational programs)

- Professional associations (e.g. trade unions of teachers may take actions in support of particular educational programs)
- Ad hoc groups (e.g. local women's organizations, Parent-Teacher Associations, etc.)
- Media (e.g. local radio, television stations, local newspapers)

2. Where in the system does it make most sense to intervene?

- Depends on who we are, where located and with what clout at the HEW, State Legislature, or local level. (For instance, in Massachusetts, 20 persons may request a new course and a school board must offer it.)
- Who are we, with what resources? (e.g. what particular women's organization or other group do 'we' represent? What role can/do 'we' play, at which level in the community, and what resources could they bring to bear on implementing proposed programs?)
- Which parts of the system are currently in flux? Where are the cracks, openings (e.g. where in the relevant system at this current moment are the occurrences or shifts which make the system more permeable at the moment?
- Who's now got the action? (e.g. how are decisions now being made)

3. What are the formal and informal constraints on the system?

- Budgetary control? (e.g. in Massachusetts the local school budgets, based primarily on property taxes, are determined by the school boards which have fiscal autonomy. However, the regional vocational schools receive the majority of their funds from state and federal sources.)
- Hire/fire control? (e.g. in New England, the local school board usually has the final decision-making power)
- Laws and legislation? (e.g. national and state laws may set guidelines for women's education, but they may not be uniformly implemented)

Reprinted from: Center for Research on Women at Wellesley College.

- Climate of public opinion? (e.g. if a local community recognizes the need for specific programs for girls, the school board is more likely to introduce them; how may this climate be influenced to become supportive?)

- Professional associations and unions? (e.g. the local and state teachers' associations in the case of elementary and secondary education have considerable clout; in vocational-technical education, the local trade unions have more of a voice in determining course offerings than do the teachers.)

- Boards, commissions, advisory associations? (e.g. which of the variety of boards have to be dealt with? Which can be ignored as ineffective?)

In assessing the above, it is essential to determine which groups can be ignored, which are engaged in power struggles, and who is likely to win.

4. Who are the key actors in the system?

- Who has formal power? (the mayor, the selectmen, the school board, the state legislature?)

- Who has the informal power? Who 'calls the shots'? What are the political alignments? (e.g. a particular powerful local politician may make critical decisions as to key educational issues through control of particular school board members)

- Historically with respect to key actors, who's done what to whom, when, and why?

- How can we get to the person who is, or who can reach, the key actor? What are his/her major responsibilities and how do they conflict? What's he/she like? (work habits, close relationships, social class?) Who can get to him/her (may vary according to issue) How can that person get to him/her? If pressure is the means of reaching him/her, is it peer, professional or personal pressure?

- What will we have to 'pay'? (not only in the monetary sense, but in terms of favors traded) Are we prepared to pay?

- (The more accurate the answers to these questions in any specific context the less appropriate it is to publish them. They are the critical questions to ask if you are trying seriously to make changes in a system.)

5. What are the system's standard operating procedures? (separate from individual decision-making)

- How do people get and keep jobs and advance? (obstacles? favoritism? by being the football coach, or by rigorous procedures of objective evaluation? Whose evaluation?)

- What is the reward system? (Is it external or internal to a particular institution? Is it part of the culture of the profession or does it change from place to place? e.g. one of the rewards of teaching is that you can close the door, "do your own thing", and not be bothered by other adults. That may mean that some teachers won't take kindly to efforts asking them to take political action.)

- How does the money flow?

- How does influence work?

A map of the system consisting of answers to the above questions can provide the basis for the development of strategies to introduce appropriate programs into any particular system.

THE ROLE OF THE FEDERATION AND THE CENTER

When holding action-oriented workshops, it is very helpful to work within an institutional framework. In New England, this was provided by the participation of the Federation of Organizations for Professional Women and the Center for Research on Women, both of which have a national focus.

The Center for Research on Women, which is co-sponsored by the Federation and Wellesley College, is conducting policy-oriented research on many of the issues raised at the workshops. It provided facilities for the workshops and a meeting place for the conveners.

The Federation, which has over 100 affiliated national women's organizations, was created in 1972 to help strengthen national contacts among women's groups. It is publicizing the results of the Project, not only by distributing the booklets listed on the inside back cover, but also by transmitting program and policy recommendations to targeted groups, decision makers, educational institutions, and government agencies. For this purpose, it developed the New England Network of some 800 organizations and individuals concerned with issues affecting women and is contacting them through its bi-monthly newsletter, the New England Alert. Similar networks are now being established in California and the mid-west by the Federation with the help of Federation Affiliates.

If either the Federation or the Center can be of any help to you in providing information or contacts which may help you in building your regional network, please do not hesitate to write for assistance.

PART OF A LARGER ON-GOING PROCESS

Workshops like the ones suggested here are only part of a larger, on-going process to expand the career options of women. Please inform the Federation of the outcome of your efforts on any aspect of the broader process. Over time, the increasing numbers of local and regional projects will contribute significantly to women planning for and obtaining better, more interesting jobs with higher incomes.

Materials now available as:

Seidman, Ann. *Working Women: A Study of Women in Paid Jobs.* Boulder, Colorado: Westview Press, 1978.

II–C. Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M., *Career Exploration Project for High School Senior Women: Final Report*, pp. 17-18.

Your Daughter's Capabilities

(15 minutes)

Instructions: Pass out blank paper and pencils. As a way of bringing you into your daughter's life planning process we're going to start by doing some of the same activities your daughters did before dinner, but from your perspective. You know her in a unique, close way, and can probably add some valuable insights for her to work with when she's dealing with decisions about the future. You can't make decisions for your daughter, but your values, ideals, and expectations influence the way she behaves either directly or indirectly. Being aware of and able to discuss your goals is helpful to both you and your daughter.

This is a chance for you to talk about your daughter's positive qualities. On these sheets jot down as many answers as you can to the questions that I ask. Don't evaluate each one, just write down whatever pops into your mind. You will share this information later with your daughter.

1. When does your daughter feel most fully alive? What things, events, and activities make her feel life is really worth living? When is she most excited about what she is doing? What "turns her on?"

Pause about five minutes after each question while the parents answer.

2. List all the things she does well. However small or unrecognized, what are the things she knows how to do? These could be in an academic, social, physical sense ... any skill or talent she has.
3. What resources does she have in her life? What are the things she has going for her, the things that can help her get what she wants? They may be skills, money, people, feelings, advantages, past experiences, or whatever provides opportunities for her or gives her support.

Parents are not asked to share these answers with each other.

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Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

Your Daughter's Ideal Life Scenario

(20 minutes)

Instructions: O.K., let's do some "visioning" about how your daughter's life will ideally look in ten years, as seen from your perspective. I'm now giving you the power to control and see into the future. Close your eyes for a few minutes, and let your imagination run. Turn the calendar ahead ten years. It's December 1st and you're writing one of those family newsletters to send around to your relatives and the people you love. You're really excited about telling them what's going on in your daughter's life, since everything is going so well. She's happy, and you're as proud as you could be. What would you be writing about her? What does her home look like? Where is she living? Who are the important people in her life? What does she do? What does she do in her leisure time? Fill in as many details as you can about her life ... When you've got a pretty good idea about what your letter would read, write the part of your holiday newsletter that tells about what your daughter is doing. Remember that you're not dictating your daughter's life, but your ideas and dreams certainly do influence your daughter.

After completing the exercises, it's enlightening to have parents share and compare their holiday newsletters. A discussion of societal expectations of women usually flows out of the realization that traditional ideas of marriage and children are usually included in all the ideal life scenarios and careers may or may not be present.

II–D. Reprinted from: *Monitor*, January/February 1977, p. 5. *Colloquy*, Vol. 6, No. 9 (Nov. 1973)

Perky, Slim, Vivacious Editor Turns 49

Ed. note: The following bulletin was prepared by members of the Washington Post's Style Section to commemorate the 50th anniversary of women's suffrage and the birthday of the Post's Executive Editor, Benjamin Bradlee.

Ben Bradlee, slim, attractive but complex executive editor of the *Washington Post* is 49 years old today, but he doesn't look it.

How does he manage to combine a successful career with the happy home life he has created in his gracious Georgetown home?

In an interview today, pert, vivacious Mr. Bradlee revealed his secret. He relaxes after a day of whirlwind activity of the newspaper world by whomping up a batch of his favorite pecan-sauerbraten cookies for his thriving family.

Father of seven, youthful-looking Mr. Bradlee quips, "I enjoy working for the *Post*, but every family needs a strongly based home life."

"Sometimes," he sighs, "I almost wish I could work part time. After all, the public's trust in the newspaper is great, but all my azaleas are dying."

What does Mrs. Bradlee think of her debonair husband's flair for journalism?

"I think it's great," she said, "Every wife should let her husband work. It makes him so well-rounded. Now he has something to talk about at the dinner table."

She appreciates the extra effort he takes to maintain his youthful looks and figure despite his busy, busy day.

Mr. Bradlee loves his work, but he is aware of the dangers involved. So far he does not feel that he is in competition with his wife.

"When that day comes," he said with a shudder, "I'll know it's time to quit."

Mr. Bradlee's quick and easy recipe for pecan-sauerbraten cookies appears in tomorrow's bulletin. ■

DOUBLE TAKE

Webster's New World Dictionary: "delayed reaction to some remark, situation, etc., in which there is at first unthinking acceptance and then startled surprise as the real meaning suddenly becomes clear."

Alton, Illinois — Asked if his wife, Phyllis, the arch-foe of women's liberation, isn't really the most liberated of women, **J.F. Schlafly, Jr.** (known as Ted) laughed and laughed. Then he said: "That would be true if she had neglected the children, but she hasn't." *(Chicago Tribune)*

Washington, DC — More men are entering what have been traditionally female jobs, reports the U.S. Bureau of Labor Statistics. There was an increase in the number of male secretaries, from 17,000 in 1965 to 29,000 in 1975. According to the Bureau's statistics, the average weekly salary for a male secretary is $179; the average pay for a female secretary is $145 a week.

San Francisco — Mark C. Stanley, Jr., manager of the exclusively male Pacific Union Club, recently recommended in a memo to members that the club "begin to consider the ways and means to accomodate women in its facilities as guests." A further suggestion made by Stanley regarding the 125-year old club was that "women as members will be considered, I hope, by a later generation." *(Washington Post)*

Detroit — Automakers have finally discovered women! Until recently, automakers did not advertise in women's magazines, but in 1975 General Motors began doing so. Since then other automobile companies have noticed that many women own cars or help chose family cars, and the companies have followed GM's lead.

New York — Following a television news report of an attempted assault on an 8-year old girl, WABC-TV weatherman **Tex Antoine** commented on how predominant news of rape is lately: "Confucius once said, 'If rape is inevitable, relax and enjoy it.'"

Antione apologized to the audience after the commercial, but within a half hour more than 600 people called the station to protest his use of the quotation.

The weather forecaster was indefinitely suspended from his job because of his "inexcusable lapse of judgement."

Los Angeles — The First Women's Bank of California is open for business - - with a male president. **Rowan Henry**, one of the two men on the bank's board of directors, notes "Traditional banks are used to dealing with the husband in family financial matters. And it's been very difficult for women to get credit in their own right." The First Women's Bank of California will offer seminars and counseling service as well as a speakers bureau for women's organizations. *(UPI)*

Would You Want Your Daughter to Play "Ring Around the Collar?"

Picture your daughter in the following situation: standing by her washer with a shirt that is now miraculously clean, smiling in relief as her husband — who was pretty sore about the dirty collar — rewards her with a kiss!

This new test, suggested for advertisers to use in determining whether the attitudes and behavior of women portrayed in their ads is offensive, is offered by San Francisco advertising executive James C. Nelson.

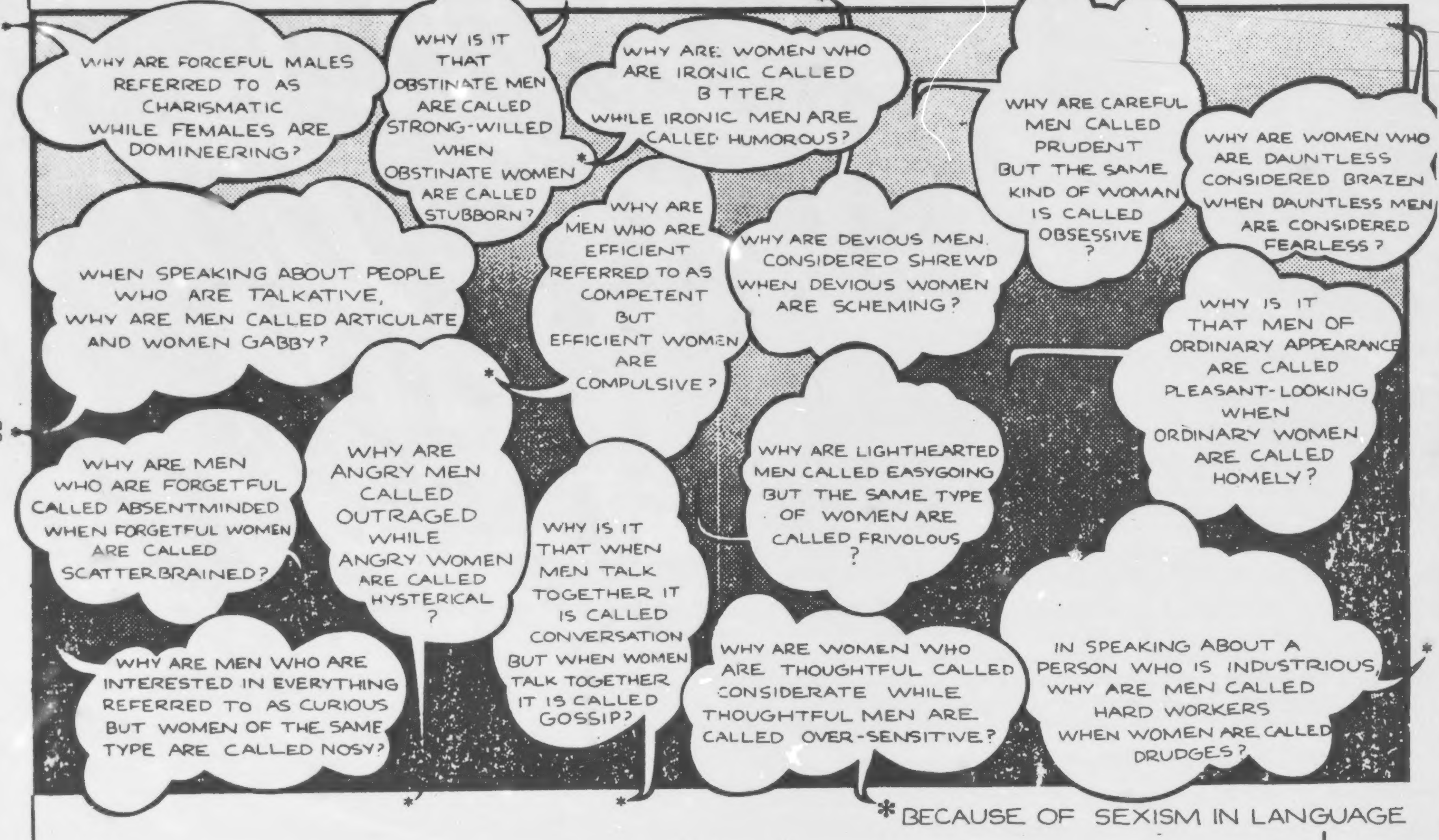
Participating in a panel that conducted a study of women in advertising, Nelson noted that not only are women offended by commercials that make them look bad but they also usually refuse to buy the product.

Many of the nation's largest advertisers have remained persistently insensitive to the concerns of the American woman.

"Although it didn't surprise us to learn there was plenty of criticism and resentment among women toward much advertising," Nelson noted, "it did surprise us that the difference in attitude between outspoken feminists and the very conservative women was very small."

Nelson suggests that advertisers mentally picture their own daughters in comparable situations and then ask themselves: "Are you happy with your daughter's role in life, her fear, her joy when her master finally approves the whiteness of her wash?"

Reprinted from *Colloquv*, vol. 6, no. 9 (Nov 1973)


WHY ARE FORCEFUL MALES REFERRED TO AS CHARISMATIC WHILE FEMALES ARE DOMINEERING?
WHY IS IT THAT OBSTINATE MEN ARE CALLED STRONG-WILLED WHEN OBSTINATE WOMEN ARE CALLED STUBBORN?
WHY ARE WOMEN WHO ARE IRONIC CALLED BITTER WHILE IRONIC MEN ARE CALLED HUMOROUS?
WHY ARE CAREFUL MEN CALLED PRUDENT BUT THE SAME KIND OF WOMAN IS CALLED OBSESSIVE?
WHY ARE WOMEN WHO ARE DAUNTLESS CONSIDERED BRAZEN WHEN DAUNTLESS MEN ARE CONSIDERED FEARLESS?
WHEN SPEAKING ABOUT PEOPLE WHO ARE TALKATIVE, WHY ARE MEN CALLED ARTICULATE AND WOMEN GABBY?
WHY ARE MEN WHO ARE EFFICIENT REFERRED TO AS COMPETENT BUT EFFICIENT WOMEN ARE COMPULSIVE?
WHY ARE DEVIOUS MEN CONSIDERED SHREWD WHEN DEVIOUS WOMEN ARE SCHEMING?
WHY IS IT THAT MEN OF ORDINARY APPEARANCE ARE CALLED PLEASANT-LOOKING WHEN ORDINARY WOMEN ARE CALLED HOMELY?
WHY ARE MEN WHO ARE FORGETFUL CALLED ABSENTMINDED WHEN FORGETFUL WOMEN ARE CALLED SCATTERBRAINED?
WHY ARE ANGRY MEN CALLED OUTRAGED WHILE ANGRY WOMEN ARE CALLED HYSTERICAL?
WHY IS IT THAT WHEN MEN TALK TOGETHER IT IS CALLED CONVERSATION BUT WHEN WOMEN TALK TOGETHER IT IS CALLED GOSSIP?
WHY ARE LIGHTHEARTED MEN CALLED EASYGOING BUT THE SAME TYPE OF WOMEN ARE CALLED FRIVOLOUS?
WHY ARE MEN WHO ARE INTERESTED IN EVERYTHING REFERRED TO AS CURIOUS BUT WOMEN OF THE SAME TYPE ARE CALLED NOSY?
WHY ARE WOMEN WHO ARE THOUGHTFUL CALLED CONSIDERATE WHILE THOUGHTFUL MEN ARE CALLED OVER-SENSITIVE?
IN SPEAKING ABOUT A PERSON WHO IS INDUSTRIOUS, WHY ARE MEN CALLED HARD WORKERS WHEN WOMEN ARE CALLED DRUDGES?
*BECAUSE OF SEXISM IN LANGUAGE

II–E. Reprinted from: Smith, Walter S., Stroup, Kala M., and Coffman, Barbara M., *Career Exploration Project for High School Senior Women: Final Report*, pp. 20-21.

Stereotyping

(25 minutes)

This exercise is an indicator of why science-related skills are generally unrecognized and unrewarded by women students and the world with which they deal.

Instructions: *Get with the people in your consulting groups. The point of the Science Inventory was not that you "should" be a scientist, but that we don't usually recognize our science skills. Less often do we plan to use them professionally, especially in fields like geology, engineering, or dentistry where men dominate the field. The happiest people in our society are usually those who use their skills, those who act on their full potential. But women have not been encouraged to develop this whole aspect of themselves. How many of you at this time are not particularly interested in science careers? Let's take a look at one reason why this may be so.*

Let's pretend for a bit. You're all from Kansas City. Two of you are secretaries (decide which ones) and two of you are successful businessmen in the community. Does everyone know who they are? You're all together today because you're members of a community civic group. In the beginning of the year you elected a planning committee to plan your speakers for each meeting. Some have been good and some have been not-so-good. This time the guest lecturer is a prominent electrical engineer from the city who is talking about technology for a new computer system. None of you are particularly interested in the topic but you're getting a free roast beef dinner, with good French wine, and pastries for dessert. After you sit down to dinner, one of you picks up the program and reads that the speaker, of all things (!), is Carol Price, a WOMAN. This sets off a little laughter, then everyone at your table gets to fantasizing about what this Carol Price is like. Go ahead and carry out that conversation assuming your role, and see what kind of composite picture of this engineer you come up with. You'll certainly get into what she looks like, how she dresses, what her personality is like, what she does, what her family and social life are like ....

Pause for about 3 - 5 minutes.

Now that you've got Carol figured out, pick a representative from your group to describe to everyone your woman engineer.

Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

Discussion Instructions: **(A discussion of stereotypes is important here.)** *One who stereotypes intentionally, or unintentionally, disregards differences or distinctions an individual may have which set him or her apart from a group. In terms of women and careers, stereotypes limit options because: (1) others don't recognize and reward your unique capabilities that don't fit into their stereotype of women; and (2) you may not see your own strengths, because you, too, have a stereotype about how women "should" be. The solution is looking for individual differences in yourself and others. Try to question your own stereotypes, and those others use. If you're aware of them you'll be less likely to use them as "facts" upon which you judge others and make decisions for yourself.*

II-F Reprinted from: Dallas Independent School District, *Toward Equality*, pp. 50-51.

REVERSING GENDER ROLES IN ELEMENTARY STORIES

Upper Elementary   Awareness/Attitude

Objective: Students will experience and appraise their own reactions and feelings when sex roles are reversed in reading materials.

Rationale: Many times students are more aware of their own biases and more tolerant of others if they have an opportunity to "walk a mile in the other person's shoes".

Materials: Stories, reading books, etc.

Activity: Students will read a story together as a class or in a small group, substituting a female name for each male character and a male name for each female character in the story.

After the students complete the story, the teacher will help the students examine their feelings and reactions.

Of course, the questions would need to be designed for the individual story selected. Some important kinds of discussion questions might include:

1. Did the story sound funny when the roles were reversed?
2. Did you like to see the girl (or woman) make decisions and get others out of trouble or solve their problem?
3. Did it seem strange to see the father taking care of the house while the mother went to another job? Why?
4. Did it seem strange to see the male character confused or needing help? Why?
5. Was it funny to read about boys worrying about what kinds of clothes to wear or how their hair looked?

6. Is it different to read a story about girls doing adventurous, brave, dangerous activities?

7. Did it seem "natural" to see boys cooking, sewing, or babysitting? Why?

8. If the main character was a famous person as a President or Diplomat, did it seem strange to read about a woman in this role?

Role Play 4 — Problem Profile*

A counselor in a middle-sized city routinely administers a basic interest inventory to all the eleventh graders as part of the school testing program. The inventory results are interpreted in a series of small group sessions. The client says very little in the session she attends. After the session she requests an individual interview with the counselor to discuss post high school plans.

In preparing for the interview, the counselor realizes that she knows very little about this girl. She is a shy girl of average ability — one of many who pass through school barely noticed by their teachers or peers. Her scores on standardized tests of achievement are average or below, as are her grades. Her profile of interests is as follows:

Interest Scale	**Percentile Scores**	
	Female Norms	**Male Norms**
Outdoor	85	65
Mechanical	45	2
Computational	35	22
Scientific	78	46
Persuasive	20	11
Artistic	65	81
Literary	55	81
Musical	49	66
Social Service	45	85
Clerical	82	99

Role Play 4 — Client Profile*

The client found the small group session somewhat disturbing. Most of the other students seemed to know exactly what they wanted to do with their lives. Several were going on to college. A few were enrolling in the vocational college in town. And one or two were entering their father's businesses. For them, the inventory results were merely a confirmation of their tentative plans.

For the client, the scores themselves and the following discussion raised several serious questions. She had never thought much beyond high school graduation. She had expected to earn her diploma, work for a few years in some clerical position, marry, and raise a family. The lengthy discussion about career choices made her feel very uneasy. She had few definite interests or talents. She was not convinced that women really had to plan as seriously as men for the world.

Her high scores on the clerical scale (female norms) does not surprise her. She worked as a typist and file clerk for the past two summers and works in her father's small office one or two afternoons a week. She enjoys the quiet of the office and working on tasks that require precision and attention to detail. She has also taken a number of related courses in high school: bookkeeping, typing, and shorthand. She knows her skills in this area are fairly high.

On the other hand, her high score on the outdoors scale (female norms) is something of a puzzle. However, upon reflection she realizes she does love gardening and wildlife. She has had her own small vegetable and flower garden in her parent's yard and she has a number of pets. But she has never thought of these interests as other than fun hobbies.

Her high scores on the literary, artistic, and social service scales on the male norms are inexplicable to her.

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* Role Play Cards are included in the Learning Kit.

II-G Reprinted from: Stebbins, Linda B.; Ames, Nancy L.; and Rhodes, Ilana. *Sex Fairness in Career Guidance: A Learning Kit*, pp. 171-173.

Role Play 4 — Discussion Questions*

1. Were the characters believable?

2. Did the counselor report scores from both sets of norms? If yes, were appropriate reference groups indicated? If not, why not?

3. Are there any cases where reporting opposite-sex norms might lead to faulty conclusions? Discuss ways the counselor can judge whether the reporting of opposite-sex scores minimizes sex bias or introduces spurious information.

4. Did the counselor focus on one and only one area of interest — the one with which the client first entered?

5. Within a broad interest area, did the counselor discuss a variety of possible occupations for consideration? Where might the client look for additional ideas?

6. Would the interpretation of this profile (based on female norms only) have been different if the client had been male? If yes, in what ways?

7. Review the 12 recommendations in the chapter to determine which relevant ones were utilized and which were not. Can you answer "yes" to the question posed in recommendation 12?

8. Have everyone, including the "counselor," discuss how they might have approached the interview differently.

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*Discussion Questions appear on the back of the Problem Profile Card.

II-H Reprinted from: Golden, Gloria and Hunter, Lisa, *In All Fairness*, pp. 19-20.

SCENE 7

T: Okay, Terrance, now come on, tell me—what seems to be the trouble?

B: These boys, they were outside, they came over and then one of them took my glasses.

T: What happened? That's all right, go ahead, that's all right, don't be afraid.

B: He ran away and he dropped them and broke them.

T: Aw, gee, that's a shame. Well, I'll tell you, we'll get to the bottom of the problem. We'll solve it for you. But, you know, son, there is one thing I think you'd better work on, and that's sort of being able to stand up on your own two feet. You know, do you have something on your mind? What do you do at home?

B: I want to be a scientist.

T: A what?

B: A scientist.

T: A scientist. Hm, well, that's all right, but you know when you get out in the big, wide world there's one thing that you are going to have to learn, and that is that somebody who has a body that can do 25 good push-ups, he is going to be admired as much or maybe even more than some scientist up in a crummy old laboratory. You've gotta be a man.

Main Points

- The popular or folk definition of "being a man" often implies the possession of considerable physical prowess and the willingness to express physical aggression when psychological or physical strength is challenged.
- Those boys who are not physically strong and aggressive may at times be taunted by other students.
- Success in sports is often a more highly valued standard for boys than success in school subjects; this type of success may be regarded as feminine. (However, science, the subject referred to in this scene, is frequently considered a masculine subject area.)

Instructional Activity

Observe the boys in your class or arrange to observe several physical education periods in another teacher's classroom. Can you identify boys who are not interested in sports or hesitant to participate because they are not skilled? Does this create any special problems for these boys? Estimate what percentage of the boys in this class would express or exhibit hesitation or negative emotions about some sports experiences if they felt free to do so.

E. Exercises

Exercise II-1

Purpose. The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chapter.

Directions: Your sex equity office has set up a WATS line to assist LEAs to improve vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. The director of continuing education of Margaret Sanger Community College is planning a workshop for some agricultural education teachers who object to mixed classes. She wants to help them understand how sex bias is unfair to women. She feels it is advisable to incorporate some humor in the proceedings to get the message across in a non-threatening way. What resource might be useful?

2. Some women students at Abigail Adams High School are upset because their parents think they should prepare for low-paying, traditionally female occupations such as clerk or waitress. How can the vocational education staff help the situation?

CHAPTER III

HOW DO WE RECRUIT STUDENTS FOR NONTRADITIONAL CLASSES?

A. Introductory Questions

1. Why is it important to assess recruitment needs?
2. How can counselors help?
3. What can teachers do to help?
4. When can peer counseling be useful?
5. How can parents become involved?

B. Narrative

Even though federal legislation has removed admission barriers to the enrollment of nontraditional students in vocational education, enrollment figures indicate the need to recruit students (especially women) into nontraditional vocational education areas. Recent projects have been conducted which focus on this kind of recruitment at both the secondary and postsecondary levels. Consequently, a variety of recruitment strategies now exists to use in countering some of the socialization patterns which prevent men and women from acquiring the job training that would do them the most good.

To some extent, the variety stems from different needs posed by different target audiences. For example, the vantage point of high school students is different from that of a working adult facing a career change. It is also different from the perspective of a mature woman with children to support who is considering job entry or re-entry after years of conditioning in a dependent role. Regardless of the age level, however, implementing a variety of recruitment strategies has proven advisable. The pressure to conform from socialization is apparently so great that a combination of strategies applied and adapted over time is necessary to effect any appreciable change in enrollment.

Other lessons have been learned about recruiting students into nontraditional courses of study. Where high school women are concerned, the staff of the Career Exploration Project for High School Senior Women (directed by Walter S. Smith of the Emily Taylor Resource and Career Center for Women, University of Kansas) discovered that stressing barriers to nontraditional careers and ways to overcome them was counterproductive. Based on this discovery, project staff revised materials and activities to pay more attention to self-awareness in the young women and the presentation of positive role models. They also utilized a workshop and succeeding activities for women who were planning to pursue traditionally male science careers, thereby reinforcing nontraditional career choice and providing role models.

Project EVE, conducted by the Center for Human Resources at the University of Houston, focused on recruiting high school women into nontraditional vocational education courses. Their *Final Report* by Jane Lerner et al., describes several recruitment principles based on research and project experience. First of all, it is important to precede a recruitment effort with an evaluation of current programs to see if women's needs are being met. There is also a need to determine through a study whether nontraditional job opportunities are available. Thus, unbiased portrayal of both sexes in recruitment materials and a community-wide publicity campaign, and enlistment of support from school personnel, parents, and industry become crucial.

Regarding the recruitment of mature women into nontraditional programs, Florence S. Mintz discovered in her project (as reported in *Development of a Model for the Recruitment of Mature Women in Traditionally Male-Oriented Occupational Education Programs*, a Rutgers University doctoral dissertation) that the power of the press and the written word in the diffusion of an idea is overwhelming. Furthermore, reaction to media exposures makes the telephone indispensable to this method of recruitment. Mintz selected a multimedia approach because of research suggesting that different communication channels play different roles at various stages in the diffusion and acceptance of ideas. In addition to using a multimedia recruitment design, this project recognized the need to treat recruitment as a process requiring a sequential use of strategies. Two phases were involved in Mintz's sequential design: (1) awareness, and (2) implementation. The following is a brief description of the sequence:

> During both phases, mass media and interpersonal communication channels were employed to maximize the potential they offered in combination . . . the mass media were primarily used to disseminate the message to a large audience rapidly, and the interpersonal channels were used in the persuasion function to provide feedback and reinforcement . . . . While efforts in the implementation phase were still leveled at the knowledge function, they were, however, increasingly devoted to the persuasion function in order to facilitate individual decisions to enroll in the program. (p. 66)

Several advantages to this sequence were realized. Impersonal mass media reached a large audience rapidly, spread information over a wide base, and led to change in some attitudes. The interpersonal channels were effective in challenging and changing strongly held attitudes because of the opportunity to (1) provide instant feedback and (2) address a human tendency to accept only those messages which are consistent with one's existing attitudes and beliefs.

The information base provided by these projects should help you in considering the variety of strategies that follow. At all times keep your target audience in mind as well as your local situation. With the exception of the first strategy, no particular sequence is intended by the order shown. Why not? Because the most effective sequence for you will be designed with the particular needs of your local situation in mind. Also, the most effective sequence is likely to change from year to year as you make inroads on the recruitment problem.

Assess Recruitment Needs

Before implementing a sequence of recruitment strategies, you will find it essential to assess recruitment needs. This activity is not as complicated as you may anticipate because much of the data you need is likely to be found in your educational agency's Title IX self-evaluation. This document, in accordance with the legislation, evaluates "current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and nonacademic personnel working in connection with the recipient's education program or activity." (Rules and Regulations 86.3, c, i) The self-evaluation document, along with a description of modifications of policies and practices and remedial steps to eliminate effects of discrimination, should be on file and available for your use. To give you an idea of the information contained in this self-evaluation, a sample outline developed by Martha Matthews and Shirley McCune (from *Complying with Title IX: Implementing Institutional Self-Evaluation*) is provided as Reprint III-A.

As valuable as the Title IX self-evaluation is, remember that Title IX was directed at eliminating sex discrimination, whereas the Education Amendments of 1976 address present effects of past discrimination and sex stereotyping as well. Therefore, it is possible to comply with Title IX without taking the steps necessary to overcome sex stereotyping and sex bias. For that reason you may want to further assess recruitment needs by using the worksheets (Reprint III-B) that were developed by the Resource Center on Sex Roles in Education. (Note that Worksheet 6 is designed for administrators, Worksheet 7 for counselors, and Worksheet 8 for instructional personnel. Each of the worksheets contains a series of scales which measure how well each group has met its special responsibilities relevant to nondiscrimination and sex equity in students' access to vocational education courses.)

After collecting data on the worksheets, you can form a committee of respondents to plan a sequential recruitment program. The worksheets can be used to determine what kind and how many recruitment strategies are needed to overcome the impact of sex stereotyping and sex bias on students' access to vocational education courses in your school. And lest your committee becomes defensive about the assumption that your school has a sex equity problem, it may be helpful to note this remark in *Toward Equality*, a collection of equity strategies compiled by the Dallas Independent School District:

> Failure to acknowledge the fact that schools do not treat all students alike is both self-deceptive and non-productive. Inequalities exist in all schools. An honest look at color and gender limitations in our schools can sensitize us to the inequalities which exist and can enable us to take action toward improving education for all students. (p. 9)

For help in conducting recruitment planning, it is suggested that you use Worksheets 14 and 15 from *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education.* These worksheets feature the use of brainstorming data and developing a specific plan with the help of a form and a sample plan.

The following strategies suggest ways to draw upon the various change agents who are an essential resource for your recruitment effort.

Encourage Counselors to Publicize Career Options

In *Vocational Education and Women*, a report of the serious unmet needs of women in vocational education, Pamela Ann Roby (1975) discusses the important influence which counselors can have on women students (applicable to male students, too) by (1) reinforcing their thinking about curricular and career decisions, (2) encouraging them to think more broadly about their decisions, (3) serving as role models, or (4) relating attitudes and information which affect students' self-esteem, (5) administering tests and career interest inventories, (6) distributing literature, or (7) showing films.

Showing concern about the evidence suggesting that sex stereotyping can and does creep into the counseling process at any stage, Roby discusses several strategies for dispelling sexism in vocational education counseling. While she focuses on benefitting women students, many of her recommendations can be transposed into ways of providing non-sexist recruitment for male students too. Roby's recommendations are as follows:

- Encourage/require counselors to attend summer institutes or inservice training programs on equal employment laws and strategies for advancing equal educational/employment opportunities.
- Conduct experimental demonstration research projects to learn the best vocational counseling and recruitment strategies for increasing career options.
- Include guest lectures in vocational education career counseling by individuals who represent a range of situations (underemployed/unemployed, single/married, childless/parent, traditional/nontraditional occupations) to help students understand a range of work aspects.
- Organize guided consciousness-raising groups to help students gain self-knowledge, set career/life goals, and overcome occupational sex-role stereotypes by recognizing that ensuing problems are universal rather than individual.
- Expand educational programs and services to increase awareness of broader career options.
- Provide tours of a variety of vocational classrooms and industries to convey the advantages and disadvantages of various occupations.
- Communicate information about job trends five, ten, and twenty years from now.
- Conduct research to determine the relative weights of various stereotypes and to show strategies which will combat them (e.g., test the impact of a series of work posters and slogans on students of various ages).
- Provide "big sisters" and "big brothers" to new students in nontraditional vocational education programs (plan for individual and group support).
- Develop simulated job experience programs similar to the Krumboltz career kits (marketed by Science Research Associates as "Job Experience Kits") in job areas in which expansion is projected and students seldom have firsthand experience.
- Educate parents and community members about the need to remove barriers to nontraditional occupations via open houses, parent meetings, addresses to community groups, mass media exposure, audio-visual presentations, and informational brochures.

There are a number of approaches available to counselors to publicize nontraditional career options to students of both sexes. The *EVE Manual*, available through the Center for Human Resources at the University of Houston, contains directives and models in the User's Guide for the following strategies:

1. Designing a Vocational Education Brochure
2. Arranging a Tour of Vocational Facilities

3. Conducting a Career Fair

4. Utilizing Bulletin Boards

5. Utilizing Auditorium Program

In addition, the Manual contains student material, which counselors and/or teachers can administer to women students, entitled "What's in Your Future? Will You Plan It or Just Let It Happen?" Designed for one class period, the mini-course contains four basic activities. First, students play a game, Does the Glass Slipper Fit, in which they tabulate whether they're better prepared to live in a castle in Never Never Land than in today's world. Then, they view an eight-minute film *All About EVE* (can be purchased from the Center for Human Resources), which provides an opportunity to view a history of women in the work force and to view women who are actually employed in traditionally male jobs. This activity is followed by the use of three case studies which involve students in serious discussions concerning the need for job skills and for thinking ahead in planning their work life. The last activity is called "What Is My Future 'Work-Life Expectancy'?" and consists of a summary sheet of data compiled by the Department of Labor. In thought-provoking fashion, this page informs women students of the basic work-life expectancy for American women today, regardless of their marital status.

On the subject of audio-visuals, a number of effective films are available to counselors for use in recruitment efforts. See the Bibliography (Chapter VIII) for a listing. While most of these films deal with recruitment of women students, Schloat Productions has a series of four filmstrips that discuss masculinity in an enlightening way. *Never Underestimate the Power of a Woman* is an effective film to use in recruiting mature women to prepare for nontraditional occupations.

The recent innovation of career resource centers may be useful to counselors in publicizing career options. Similar to a library, these centers contain a range of self-instructional counseling resources such as filmstrips, interest inventories, vertical files, reference materials and games. These resources shall all be screened for sex-bias and displayed so as to encourage students to explore nontraditional career options. Career resource centers also provide a convenient meeting place for guest speakers and rap sessions.

Another strategy which counselors can use to publicize career options is to design an awareness-raising workshop for students. The Career Exploration Project for High School Senior Women provides a unique model for this approach by involving students and parents in life-planning workshop activities and including follow-up in the form of a home study course which students can take for credit and a supportive career seminar for those who enroll. (The leader's manual and student materials are included in the project's final report.) The flexible workshop design can accommodate anywhere from nine to thirty participants. It is based on small discussion groups without leaders in which participants share their responses to exercises. A workshop schedule and sample activities are provided as Reprint III-C for your consideration and reference. (Parents' activities are included in the last section of this chapter.)

The follow-up strategy for workshop participants focuses upon information-seeking. Students are asked to make a file of cards and articles about both outstanding women in the news and nontraditional career opportunities for women via newspapers, news magazines, TV, radio, other media, or friends. Other assignments involve reading inspirational biographies about outstanding women, conducting research on a career of interest, and interviewing a woman in a nontraditional career.

Supply Teachers With Materials and Strategies

In addition to counselors, vocational teachers have a vital role in recruiting nontraditional students for vocational education classes. The ideal situation probably finds teachers, guidance counselors, and administrators involved in a collaborative recruitment effort. While teachers may tend to believe that career counseling is the proper domain of guidance counselors, nontraditional enrollment in vocational education isn't likely to get off the ground unless teachers assume at least part of this function. No matter how much support counselors give students, they won't enroll without the assurance that teachers believe in vocational sex equity.

Deborah D. Patterson, a teaching assistant in industrial arts education, expresses the view in her article "A Facelift for Industrial Arts" that counselors may fail to see the important learning experiences that can take place in the industrial arts lab because they may not fully understand the subject matter. Thus recruitment of both sexes is better left to the industrial arts teacher. She has developed a slide show script for industrial arts teachers to adapt with slides showing local role models for use in recruitment. Patterson feels this is one of the most effective methods for attracting attention and educating a school population that industrial arts is appropriate for both sexes. Her article, which includes the script, is included as Reprint III-D for your convenience.

Another effective recruitment strategy for teacher use is suggested by research done recently in New Jersey. Margaret Snell reported on the study in the May 1977 issue of *American Vocational Journal*, pages 59-60. The study assigned eighty girls to traditional male shop classes and asked them to record their thoughts and experiences. The girls were assimilated slowly into the shop activities, but after a short orientation period were expected to perform various activities themselves. From testing and the daily logs, the study concludes that:

> The reluctance many high school girls have about joining traditional male shops seems to stem more from the fear of resentment and ill feeling from the boys than from any fear of failing to master the skills involved. That some of the girls anticipated feeling uncomfortable in a shop setting and others were taken back by the physical strain of some of the work suggests a lack of familiarity with the specific skills and responsibilities involved. (p. 60)

Results of this study indicate that recruitment efforts are improved by providing nontraditional students the opportunity to try out the course to dispel their fears of rejections by students of the opposite sex and to gain familiarity with the course setting and content. Keeping a daily log of this experience helps the nontraditional student and teacher analyze the experience. Schools that participated in the study "indicate that stereotypes about girls staying away from certain shops are no longer respected, and that girls have started to enroll in those shops previously considered as being for boys only." (p. 60)

It may be important to mention at this point that recruitment is improved by the presence of teachers of the nontraditional sex in the courses, but then encouragement of teachers of the traditional sex can hasten peer acceptance. That kind of clout is important. Be sure teachers know about the growing number of commercial audio-visuals available for their use.

Toward Equality, the collection of teacher strategies compiled by the Dallas Independent School District, offers a number of strategies which involve games, role-playing, etc. A number of them are as useful with boys as with girls. A few of these strategies are provided as Reprint III-E for your convenient reference.

Peer Counseling

With the New Jersey study in mind, it is easy to see the importance of peer counseling to recruitment of nontraditional students to vocational education courses. This strategy will be most effective at a subsequent stage of the effort when enrolled nontraditional students are available to share their successful experiences and tips on overcoming problems. In the Mintz study, peer counseling was accomplished informally at coffee hours held during the recruitment phase.

Postsecondary institutions have probably made the greatest use of this strategy through Women's Centers, but it can be equally effective with younger students. Peer counselors may find a helpful document to use with fellow students in *A Student Guide to Title IX* by Myra Sadker of the Resource Center on Sex Roles in Education. With an attractive format using cartoons, this document answers questions about student rights with respect to admission, financial aid, and equal treatment of students. It comprehensively anticipates students' questions about the implications of federal legislation for students seeking sex fair educational opportunities.

A number of peer counseling models has been developed by YWCAs. For a description, see the YWCA publication, *A Job At the End: Guidelines for Teen Counseling, Training and Career Development.*

These are some of the models included in the listing:

- Peer teen counseling, in which students, after completing a training program, counsel other students who are the same age or younger. In both group and individual sessions, peers functioned in a number of counseling roles such as giving educational advice, providing information, developing friendships, and affecting attitude changes in school.
- Washington Opportunities for Women (WOW) trained peer counselors to staff an Information Center for Girls, where students can come throughout the school day and talk to their peers about jobs and careers.
- Early teen counseling for high school dropouts in which teens conduct a five-session program which includes simulation games such as Marriage Game and Wheel of Fortune, career role playing or career models, and personal career exploration.
- Telephone counseling uses peers to reach the home-based or people sixteen and over who are not in school or working full-time. The telephone proved to be a less threatening contact, and more people could be served in less time than by using individual office visits.

Inform Parents Through Counselors and Teachers

A crucial aspect of the recruitment process needs to focus on reaching parents to alleviate their misgivings about their children enrolling in nontraditional courses. At least two projects to increase nontraditional enrollment have come up with specific strategies aimed at parents.

Project EVE developed a questionnaire to be administered to parents within the school's geographic area. Conducted by phone, this survey confirmed that parents need to be informed about nontraditional job training opportunities available at their child's school. Activities in the subsequent information program included:

- Appearances before the Parent Teacher Organization
- Participation in the school's annual open house via a display
- General publicity campaign
- A suitable film such as *All About Eve* shown to parents

The Career Exploration Project for High School Senior Women involved parents for part of the duration of a workshop for female students. For some of the activities parents met by themselves; for others they participated with their daughters. For a comprehensive description of materials see the project's final report. Two of the activities are reproduced for your convenience as Reprint II-C and Reprint III-F.

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III-A. Reprinted from: Matthews, Martha and McCune, Shirley, *Complying with Title IX: Implementing Institutional Self-Evaluation,* pp. 35-37.

ACCESS TO COURSES—VOCATIONAL EDUCATION

Self-Evaluation: An Outline

In order to assess and evaluate present compliance with the requirements of the Title IX Regulation for nondiscrimination in vocational education and to plan necessary modifications, it will be necessary to:

Review the following materials:

Materials concerning vocational education and related courses and programs provided by either vocational or non-vocational elementary and secondary schools

- copies of graduation requirements
- copies of policies governing student assignment to courses and programs of vocational education
- copies of student handbooks
- copies of all descriptions of vocational, technical, industrial, business, and home economics courses
- copies of all curriculum guidelines relating to content, activities, instructional methodologies or requirements in vocational education and related courses

Materials related to admissions to any schools of vocational education operated by the district

- copies of all policies concerning student admissions and admissions requirements
- copies of any documents describing the admissions procedure
- statement of admissions criteria
- copies of all tests used to determine eligibility for admission
- copies of all application forms used for student admissions
- copies of recruitment brochures, catalogs, or other materials distributed to applicants
- copies of any materials used by counselors in referring students to vocational schools

Collect the following data:

Data concerning vocational education and related courses and programs provided by either vocational or non-vocational elementary and secondary schools

- course enrollment by sex in all:
  - –vocational courses
  - –technical courses
  - –industrial courses
  - –business courses
  - –distributive-cooperative education courses
  - –home economics courses

- list of student placements and compensation by sex in work-study programs
- description of practices and/or criteria used for referral or assignment of students to vocational education courses and programs

Data related to admissions to any schools of vocational education operated by the district

- number of students admitted by sex for the current academic year and the year preceding
- for any tests used in determining student eligibility for admission, the average and median score obtained by males and females during the past two years
- a list of all institutions at which recruitment efforts are made with enrollment of each by sex
- a list of all institutions which regularly refer applicants for admission, their enrollment by sex and their referrals for the past two years by sex

Determine compliance by answering the following questions:

With regard to vocational education and related courses and programs provided by either vocational or non-vocational elementary and secondary schools

- Are graduation requirements the same for females and males (i.e., if industrial arts and home economics are required, are both required for students of both sexes)?
- Does the student handbook make clear that all vocational and related courses are open to students of both sexes?
- Are all vocational education and related course titles and descriptions gender-free?
- Are all vocational education and related classes conducted on a coeducational basis?
- Do all vocational education program and curriculum guidelines make clear that all courses are to be provided equally and under the same conditions to males and females?
- Are all criteria for the assignment of students to vocational and related courses and programs free from differentiation on the basis of sex?
- Is the enrollment of students of one sex 80% or above in any courses or programs of vocational education? If so, have steps been taken to ensure that this is not the result of sex discrimination in counseling or counseling materials?

With regard to admissions to any schools of vocational education operated by the district

- Are all decisions regarding admissions to schools of vocational education made without regard to sex?

  –Without giving preference to one person over another on the basis of sex?

  –Without ranking applicants separately on the basis of sex?

  –Without applying numerical limitations (quotas) on the number or proportion of persons of either sex who may be admitted?

—Without applying different admissions criteria on the basis of sex?

- Are all tests or criteria used in admissions free from a disproportionately adverse effect upon persons of one sex? If not, have these tests or criteria been shown to validly predict success in the programs concerned and have questions and tests which do not have such an effect been shown to be unavailable?
- Are all admissions decisions made without reference to any rule concerning the actual or potential parental, family or marital status of an applicant which treats persons differently on the basis of sex?
- Are admissions forms or inquiries free from items concerning the marital status of applicants?
- If admissions preference is given to applicants on the basis of attendance at a school which enrolls only or predominantly students of one sex, is it given in such a way to prevent discriminatory effects on the basis of sex? (I.e., is such preference given to comparable numbers of females and males?)
- Are recruitment efforts made without regard to sex? If students are recruited from institutions which enroll only or predominantly students of one sex, is such recruitment conducted in a nondiscriminatory fashion? (I.e., are students recruited equally from boys' and girls' schools?)
- If admissions have previously been limited to students of one sex, have specific steps been taken to encourage persons of the previously excluded sex to apply for admission?

If you have answered "no" to any of these questions, you will need to undertake modifications and remedial steps to achieve compliance with Title IX.

III–B. Reprinted from: Resource Center on Sex Roles in Education, *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Contexts*, unpaged.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

Vocational Education Worksheet 6

On the following pages are a number of five-point scales which relate to administrators' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible non-compliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Issued a policy directive on the implications of Title IX and requirements for nondiscrimination for vocational education to all appropriate staff?		Issued a policy directive on the implications of the Education Amendments and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?
2.	No action taken in this area		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices and materials?		Asked staff, students and parents to submit information on instances of sex discrimination, sex bias, and sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination
3.	No action taken in this area		Mandated compliance with Title IX provisions on access to vocational education courses/programs through administrative directive?		Held mandatory inservice training for all vocational education staff on procedures for providing sex equity in access to courses?
4.	No action taken in this area		Reviewed policies governing access to vocational education and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to courses?

Reprinted from: Resource Center on Sex Roles in Education.

	1	2	3	4	5
5.	No action taken in this area		Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways that they ensure equal access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?
6.	No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?
7.	No action taken in this area		Identified all vocational education courses/programs with enrollments of 80 percent or more one sex and made sure that any such disproportionate enrollments are not caused by sex discrimination in counseling services?		Identified all courses/programs with enrollments of 65 percent or more one sex and developed and implemented action plans for reducing those discrepancies in the numbers of males and females enrolled?
8.	No action taken in this area		Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?		Made curricular and programmatic changes, including provision of support services, which will ensure females and males entering and completing courses/programs nontraditional to their sex?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total equity score:__________
(Compute total for all scales and divide by 8.)

Reprinted from: Resource Center on Sex Roles in Education.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

Vocational Education Worksheet 7

On the following pages are a number of five-point scales which related to counselors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the Mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

HAVE YOU DONE THE FOLLOWING?

1.

1	2	3	4	5
No action taken in this area		Familiarized yourself with the implications of Title IX regulatory requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?		Familiarized yourself with the Education Amendments of 1976 regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?

2.

1	2	3	4	5
No action taken in this area		Reviewed your counseling policies, practices, and materials to assess their compliance with Title IX and made modifications as necessary?		Adopted counseling policies, practices, and materials that are not only sex fair but sex affirmative (designed to overcome the effects of past discrimination and bias)?

3.

1	2	3	4	5
No action taken in this area		Notified students that all vocational education courses/programs are open equally to females and males?		Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional courses may be viable options appropriate to their individual needs and interests?

4.

1	2	3	4	5
No action taken in this area		Examined all tests, testing procedures, and criteria used in assigning students to vocational courses/programs to ensure that they do not permit or require differential treatment of students or results on the basis of sex?		Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/participated in training regarding the nonbiased use of sex differentiated tests?

Reprinted from: Resource Center on Sex Roles in Education

5.	1	2	3	4	5
	No action taken in this area		Have you demonstrated that any testing materials which have a disproportionately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?		Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?
6.	1	2	3	4	5
	No action taken in this area		Reviewed all course enrollments by sex to identify those with 80 percent or more one sex?		Examined all course enrollments by sex to identify those with 65 percent or more of one sex?
7.	1	2	3	4	5
	No action taken in this area		Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in the number of females and males in courses in which you've found disproportionate enrollments?
8.	1	2	3	4	5
	No action taken in this area		Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices, or materials relating to student access to vocational education?		Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotpying; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total equity score: ______________
(Compute total for all scales
and divide by 8.)

Reprinted from: Resource Center on Sex Roles in Education

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

Vocational Education Worksheet 8

On the following pages are a number of five-point scales which relate to instructors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area?		Familiarized yourself with the requirements of the Education Amendments of 1976 and/or considered actions which might be taken in your courses/programs to overcome sex bias and stereotyping?
2.	No action taken in this area		Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?		Made curricular and programmatic changes, including provision of support services, which will assure males and females entering and remaining in courses/programs nontraditional to their sex?
3.	No action taken in this area		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you're responsible?		Examined all course descriptions and curriculum guides to ensure that females and males needing supplemental education in your area because of past sex bias or discrimination receive such help?
4.	No action taken in this area		Reviewed all course enrollments by sex to identify those with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those with 65 percent or more one sex?

Reprinted from: Resource Center on Sex Roles in Education

Reprinted from: Resource Center on Sex Roles in Education

5.

1	2	3	4	5
No action taken in this area		Taken steps to assure yourself that sex discrimination is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you've found courses with disproportionate enrollments?

6.

1	2	3	4	5
No action taken in this area		Submitted information to your supervisor regarding any instances of discrimination you've identified in policies, practices and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State Vocational Education Agency under the Education Amendments of 1976.

Total equity score:________
(Compute total for all scales amd divide by 6.)

III–C. Reprinted from: Smith, Walter S., Stroup, Kala M., and Coffman, Barbara M., *Career Exploration Project for High School Senior Women*, pp. 5, 12, 13.

Sample Schedule

Unit I

2:30–2:45*	Opening
2:45–3:15	Capabilities
3:15–4:00	Ideal Life Scenario
4:00–4:15	Break
4:15–4:45	Decision Analysis
4:45–5:00	Possible Science Careers and Ways to Research Options
5:00–5:30	Individual Discussion between Leader and Participant
5:00–7:00	Meal Break
6:15–7:00	Optional Film, "Emerging Woman"

Parents are not present for Unit I

Unit II

	Students	Parents
7:00–7:50	7:00–7:25 Science Capability Inventory	7:00–7:15 Opening
	7:25–7:50 Stereotype	7:15–7:30 Daughter's Ideal Life Scenario

Students and Parents

7:50–8:10	Parent/Daughter Sharing Note: Women with parents not present prepare questions for role models
8:10–9:15	Discussion with Role Models
9:15–9:30	Closing
9:30–10:00	Individual Discussion among Leaders, Role Models, Students, and Parents

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*The times given are for an afternoon and evening workshop. The workshop can, of course, be adapted to other time frames.

Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

Major Decision Analysis

(30 minutes)

The purpose of the major decision analysis is to help women get in touch with the important dimensions which influence their behavior. These dimensions are not only places, things, and events, but also important people, feelings, perceptions, norms, etc. This exercise centers on how one decides to use her own resources and capabilities. The decisions one makes or fails to make affect the steps leading toward one's goals and ideals. An awareness of influences shaping participants' lives will make them more able to control their own destiny. Understanding and controlling these factors is an essential step in life planning.

Instructions: *You've reviewed your capabilities and given some thought to your life ten years from now. Let's take some time to consider how we use our skills to move in the directions we choose. The ways we use our resources and the routes we actually pick are influenced by many, many things. The next exercise will help you understand what are the influences, pressures, etc. that shape your decisions. If you understand these forces , you'll probably be better able to control the forces. Generally this control leads to more satisfying choices.*

Chances are you've made good and bad decisions; some made you happy and others were obvious mistakes. This is a chance to learn more about making personally satisfying decisions. Think back over the last year or two and pick out an important decision you made; some point where there were definite alternatives (like going or not going somewhere, joining or not joining, continuing a relationship or breaking it off).

Do not continue until everyone has a decision in mind. You may have those who do have a decision in mind; share the decisions as examples. *On the workshop page entitled Major Decision Analysis write the two alternatives that were most possible. There's a space on either edge of the page to write the two possible routes. On the left of the solid line write all the reasons for choosing the alternative at the left edge of the page. Do the same on the right hand side.*

The idea here is to really think about all the influences that played on either side of the decision. These can be practical considerations (like location or money), feelings, habits, pressures or demands, expectations from *important persons in your life, your mood, or whatever was the least bit involved. You might want to consider if your being female played into the decision-making process. When you've listed all the things you can think of, put a star by the influences that pulled most heavily for each side.*

Pause 3 - 5 minutes while they complete this exercise.

Turn the page and reorder the list. The idea here is to separate the influences into two groups; internal and external reasons. Internal reasons are your own wishes, feelings, beliefs and ideas. They come from inside you. External influences are things or people or events in your environment that affect the way you act. Things like lack of money, no transportation, and demands from a friend fall in this category. Many of these external influences are subtle. You may not even be aware of them, but you feel them in your gut. You know when someone is disappointed with you. External influences often come in the form of "shoulds" from parents, teachers, and society in general. (You "should" do something worthwhile, you "should" make more money, you "should" have a new outfit for the dance, you "should" choose home economics instead of shop.)

Keep all of your reasons on the same side of the center line, as on the preceeding page, but rearrange them so the external reasons are below the dotted line and the internal reasons are above the dotted line. Transfer your stars to this page. Take a few minutes to think about your decision.

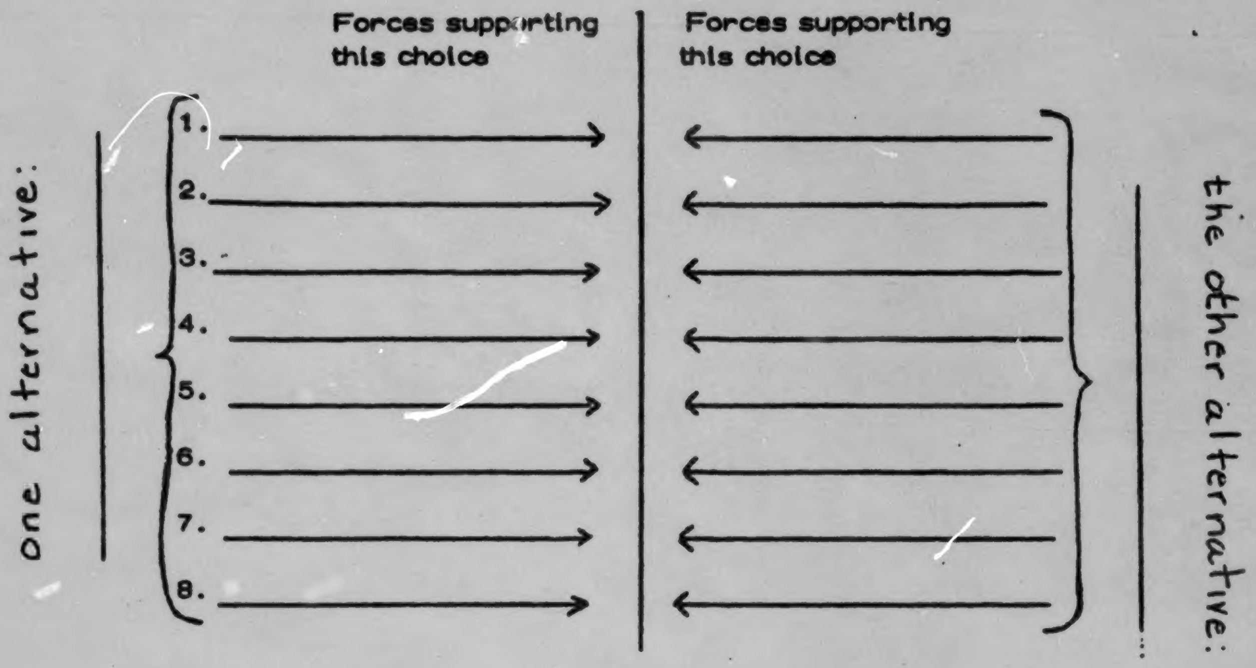
Pause while the participants complete this exercise.

Discussion Instructions: *Let's get back into consulting groups to see what all this means about your style of decision-making. Did you have trouble thinking of a clear decision you actually made? (If you did have trouble, you may be giving up some of your power by letting outside factors control your direction.) Looking at all the dynamics of the decision, are you satisfied with your choice? (If not, maybe some influences should have carried more weight, and others less.) Do many of these same influences enter into other decisions you make? Who are the important people on the lists? Are your starred items in the internal or external category and are you satisfied with where they are? How did your being female affect your decision-making process? You'll be going through some major changes in your life pretty soon; would you like your pattern of influences to change in any way? Any other insights?*

Again, post the questions in order to facilitate the groups' discussion of them.

Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

DECISION ANALYSIS



Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

Relist the forces supporting each alternative, but in a different order. Above the dotted line, write the forces that you had control of or that were inside you. Below write the influences that were external or out of your control. When you are done reordering the list you made on the preceding page, star the forces that had the most pull in your decision making process.

First Alternative:

Forces in my control

Forces outside my control

Second Alternative:

Forces in my control

Forces outside my control

Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

Science-related Capabilities

Do I do these things well?	YES	NO
Solve mathematical puzzles		
Read maps		
Work independently		
Think through abstract problems		
Accept responsibility for tasks		
Do I like to do these things?		
Use tools or instruments		
See how things work		
Meet challenges		
Succeed		
Explore the unknown		
Do I have these resources?		
Background in science (at least 2 courses)		
Background in math (at least 3 courses)		
Ability and motivation to finish projects		
Curiosity about the physical world		
Tendency for creative and original ideas		
General academic ability		
	TRUE	FALSE
I do not like highly structured situations with many rules..		
I do not like repetitive activities		
I do not easily accept conventional ideas and attitudes.		
I do not need to experience the rewards for my work immediately....		

Reprinted from: Smith, Walter S., Stroup, Kala M. and Coffman, Barbara M.

PART B. STUDENT CAUCUS

Science Capability Inventory

(25 minutes)

At the same time the parents' caucus is going on, the students are working on a revision of their capability inventory to include science-related skills. They are given a copy of the Science Capability Inventory to fill out. (See preceding page).

Instructions: (When participants have completed the questionnaire.) *Items on the inventory are all qualities that practicing scientists have to some degree. Those people who have studied vocational interest have found that if your interests are similar to someone in a particular field who enjoys their job, you too will probably be satisfied with that type of work. These items are not requirements for being a scientist, but if you've checked at least ten on the left side of the line, you may want to consider what this indicates.*

At this point the leader may want to find out how people did with a show of hands. It's important to emphasize that it is their interpretation of these data which is important.

Compare this inventory with the first one you did in the morning. How many of you included any of the science-related capabilities on your list of things you did well, as personal resources, or as things you enjoyed doing? How many even thought of your science background as a resource? How many of you included a science-related career in your fantasy?

Responses here should lead into a brief discussion of the issues of societal pressures and expectations.

III–D. Reprinted from: Patterson, Deborah, *Man/Society/Technology*, December 1974, pp. 85-86.

A Facelift for Industrial Arts

Deborah D. Patterson

Often guidance counselors view the shop as a place for the male slow learners, the male discipline problems, or for the boys who just don't fit into the college prep curriculum. Many school counselors and administrators feel that the shop is not a suitable learning environment for a young lady. Because they may not fully understand the subject matter, some school counselors fail to see the important learning experiences that can take place in the industrial arts lab. Thus, the effective publication of programs and the recruiting of students (male and female) is better left to the local industrial arts teacher. The responsibility for educating the school population (administrators, teachers, guidance counselors, students, and parents) about the nature of the industrial arts curriculum lies with the classroom teacher, not the often-misinformed guidance counselor.

One of the most effective methods for educating a school population is by the presentation of a fun, short, and informative assembly program. Action color slides, snappy music, and demonstrations provide a means of attracting school-wide attention and publicity. A slide show featuring women in industrial arts can demonstrate to the administration, faculty, and student body that industrial arts is for everyone, male and female.

The following script is effective in acquainting a school population with the concept that women can thrive in an industrial arts environment. A classroom teacher can combine this script with color slides taken around the shop and some snappy music to produce a first-class presentation for a school assembly program or PTA meeting. The slide show could be produced easily by an industrial arts teacher with a tape recorder, a camera, and a record player.

Directions

The slide show consists of two music sections and two main verbal sections. During the music sections, a number of slides are shown. The first music section is used to identify your population. I suggest showing about ten slides of females, blacks, whites, orientals, etc. During the other music section, slides can be shown of girls working in the lab and constructing projects. Appropriate slides can be coordinated with the short sentences used for the verbal section. For the music sections of the tape, I used "The Entertainer" from the movie "The Sting." I would suggest a female narrator for the presentation. Shoot pictures that are informative and casual.

Reprinted from: Patterson, Deborah

No. of Slides	Script
10	Music
1	As women, many of us are conditioned from birth to consider our main function in life as finding a husband, getting married, and having children.
1	According to TV, a woman has everything if she has a husband, two kids, a dog, and a Kenmore washing machine.
1	Most of us have been taught not to be honest with ourselves. We are taught to be submissive, to cloud over and not show ambition, aggressiveness, and career-mindedness.
1	Have you ever been told that men don't like women who appear to be very smart?
1	Most girls play with dolls and cooking sets and are told not to get dirty, seldom being encouraged to play with erector sets or tools.
1	In high school, we take courses in English, drama, home economics, art, music, and French III.
1	How many times have you caught yourself wondering why you are expected to take classes in these subjects?
1	How many of us would consider taking courses in woodworking, ceramics, drafting, metal working, arts and crafts, or electronics? Probably more of us if we knew courses like these were offered in industrial arts.
1	Industrial arts can offer you a new choice—a new way to express your abilities—a new way to discover who you are. Industrial arts is a do-things, make-things, fix-things curriculum.
1	When we talk about industrial arts, you may not have a good idea about what the field encompasses. You may feel you could not fit into the curriculum because of what may be required of you. Let's talk about what is not required to get started in your industrial arts classes:
1	You don't have to know a lot about machines, materials, and other big scary things to do well.
1	You don't have to be big, strong, and ugly to be successful.
1	You don't have to know how to change the oil in your car or build your own living room furniture.
1	All you need is a little courage to try something new and different, and a willingness to express yourself.
1	Industrial arts is a form of general education. We try to prepare you to understand our material culture, our technology.
1	Through exposure to industrial arts, you learn how to do things, make things, and fix things.
1	How to express ideas in media other than words.
1	How to understand technology, its pros and cons, and the dynamic effect it is having on human life.
15	Music
1	Why not consider industrial arts courses as an alternative?

With a little imagination and creative thinking, a successful publicity and recruiting program can be produced. Such a program can help educate the total school population and improve the caliber of students enrolled in industrial arts classes. With increased student interest in industrial arts courses can come rewards for the classroom teacher, one of which can be an increased budget. The time and energy the instructor spends advertising industrial arts programs will have positive results for the school population and for him.

Ms. Patterson is a Teaching Assistant, Industrial Arts Education, North Carolina State University, Raleigh, N.C.

III–E. Reprinted from: Dallas Independent School District, *Towara Equality*, pp. 102, 133-136.

WHO DOES WHAT?

Secondary Home Econ./Soc. Stud.

Objective: Students will expand their career considerations to stereotypically defined occupations.

Rationale: Many students only consider a very limited number of career options because they have never seen certain ethnic or sexual persons filling non-traditional occupational roles. This is especially true for females. "When a boy is born, it is difficult to predict what he will be doing twenty-five years later...he will be permitted to develop and fulfill his own identity. But if the newborn child is a girl, we can predict with almost complete certainty how she will be spending her time twenty-five years later. Her individuality does not have to be considered; it is irrelevant."[1]

It is very important for students to observe females, ethnic minorities and males in non-stereotypical roles.

Activity: Field trips to resource sites where workers are male and female from different ethnic grups.

Discuss how success on the job depends on the worker's interest, abilities and performance, rather than race or sex.

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[1] Bem, Sandra and Daryl, "We're All Non-Conscious Sexists", Psychology Today, Nov. 1970, p.7.

Strategy submitted by Frances Delores Johnson, Business and Management Center, Dallas Independent School District.

Reprinted from: Dallas Independent School District

A SIGN OF THE TIMES

Secondary   Home Econ./Soc. Stud.   Awareness/Behavior

Objective: Students will examine and compare the experiences of being female (or male) in the United States during the seventies as opposed to the experiences of being female or male during the forties or fifties.

Students will determine whether the needs of males or females are different today than the needs 20 years ago.

Rationale: Expectations and roles of males and females have changed. Nostalgic wishing will not bring back what some view as the "good old days". Many of today's role expectations are based on norms held valid twenty years ago. By comparing today's sex roles with the sex roles expected for members of their respective sex twenty years ago, students can judge what gender role limitations and assumptions they now face.

Materials: Old magazines (library or teacher furnished), or old school annuals.

Activity: Using old school annuals or old magazines, students write short research reports about what it was like to be a male or female at that time. The project can be done in the classroom if you use old annuals. Students can examine student dress, types of clubs available, social activities, awards, "predictions for the future" ("Most likely to succeed"), etc.

If you use old magazines, compare the types of articles written about one sex, the way the magazine appeals to sex groups through advertisements, the appliances available to the homemaker, the types of jobs shown for either sex, the dress, etc.

The student then takes a current magazine or annual, (Example - A Ladies Home Journal 1955 and a Ladies Home Journal 1976, or a school annual 1949 and another 1976), and write a short report about what it's like to be a male or female today.

After the students finish their research, have the class orally report their findings and list the contrasts or similarities that they discover.

Tips: Students seem to enjoy this project. Class feedback is essential.

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STEREOTYPING IN CAREERS

Secondary Home Econ./Soc. Stud. Awareness/Behavior

Objective: Examine occupational roles of women - both traditional and non-traditional.

Rationale: Nine out of ten women will work outside the home at sometime during their lives. Women generally are clustered in low-paying service jobs. The gap between salaries for men and women is getting larger, not smaller. Girls are not preparing for the world of work in a realistic manner.

Materials: List of a wide variety of occupations; Ditto sheets of ideas to explore related to the project.

Activity: Research paper on women in a particular occupation. Students may do either library research or field research.

A library research paper is a critical review of the literature on a particular topic. Field research involves field observations, interviews, or surveys in order to explore the topic.

Allow students to select a particular occupation from an extensive list, (allow students to add occupations to the list). Allow only one student to study a single occupation so that many occupations will be explored in each class.

After students have selected an occupation, they may examine literature or they may interview a woman in the occupation (better yet, interview both a man and woman in the occupation).

Both types of research should explore the following:

1. Training or education needed to enter into the occupational field.
2. Special individual qualifications which lead to success in the occupation.

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3. Opportunities for advancement (is this a career job with mobility or a job with little upward mobility)?

4. Which sexual, racial and ethnic groups predominantly work in this occupation at present?

5. Advantages of the occupation. Disadvantages of the occupation.

6. Average number of hours spent on this job weekly. Is there flexibility possible in scheduling time?

7. Salary range based on current statistics.

8. Special skills or attributes student would need to develop if he/she entered this occupation as a minority, (as personal self-concept needs of a male entering a secretarial position or black entering dental school).

Some suggested occupations:

brick layer
librarian
pilot
college professor
mail carrier
dental technician
auto mechanic
salesperson
fire fighter
law enforcement officer
airline ticket agent
business managers
secretary

lawyer
stockbroker
counselor
publisher
military officer
electrician
teacher
nurse
cab driver
maid
union organizer
government worker
garbage collector

small appliance repair person

small business owner

animal shelter worker

Oral presentations to the class are a logical and meaningful follow-up activity to this assignment.

Tips: The enthusiasm with which the teacher embraces this assignment can make it either a meaningful or a trivial project.

III–F. Reprinted from: Smith, Walter S., Stroup, Kala M., and Coffman, Barbara M., *Career Exploration Project for High School Senior Women*, pp. 22-23.

PART C. PARENT/STUDENT JOINT ACTIVITIES

Parent/Daughter Sharing

(20 minutes)

Students and parents are given the opportunity now to share their Inventories and Ideal Life Scenarios. Parent and student groups reunite, with family groups sitting together.

Instructions: *You have a few minutes to share your versions of the Capability Inventory and the Ideal Life Scenario. All teenagers are affected differently by their parents. Some conform to their suggestions, others do exactly the opposite, others disregard parental influence ... Just as there are an infinite number of ways students respond to parents' suggestions, there are an infinite number of ways parents communicate their expectations and hopes. Sometimes they come across as direct demands; sometimes they are interpreted as limitations; sometimes they're taken as encouragement; sometimes they're not heard. But regardless of how they are perceived by your children, every parent has some dreams, ideals, and hopes for their children. And chances are they are communicated and received in some form, sometimes consciously and sometimes unconsciously. Let's take a head-on look at the expectations and fantasies that are affecting your family's decisions about the future. This is also an opportunity for you, seniors, to share with your parents what you want for yourself.*

Hand out a discussion guide (based on the following verbal instructions) and quickly go over the questions with the group.

Discussion Instructions: *Describe similarities and differences in your inventory of skills and abilities. Seniors, you may want to add to your original lists after getting the additional input.*

Seniors: Are you surprised at your parents' aspirations and goals for you, or did you already know? What do they generally say or do to communicate their hopes to you? How do you feel about your parent's goals? Do you experience your parents' preferences as ideas to consider or as demands? (Try and imagine how you'd feel if you chose a route for yourself entirely unlike their ideal vision.)

Parents: Are you surprised at your daughter's aspirations? How do you feel about them? What part do you see yourself playing in her decision-making process? Are there ways your daughter could help you know her and her interests better?

Both: Is there anything in this sharing process you'd like to continue outside the workshop? Is there anything you'd like to ask of each other relating to decisions about the future?

Note: Students whose parents are not attending meet separately during this discussion. One of the leaders should explain to them what the parents and daughters are doing. If they elect to do the home course of study, there will be a structured opportunity for them to do a similar exercise. These students are asked to use this period to formulate questions for the role models.

E. Exercise

Exercise III-1

Purpose: The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of a sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chapter.

Direction: Your sex equity office has set up a WATS line to assist LEAs in improving vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. The public relations director of Harriet Tubman Technical Institute has been asked to launch a campaign to encourage mature women in the area to enroll in nontraditional programs. So far, a series of newspaper articles and mass mailing of brochures to women's organizations is planned. What advice can you give?

2. The Stanton State Vocational Guidance Association has asked you to lead a workshop on planning recruitment strategies to increase nontraditional enrollments. What materials do you have that will be especially useful?

CHAPTER IV

HOW DO WE RETAIN STUDENTS IN NONTRADITIONAL CLASSES?

A. Introductory Questions

1. What function(s) does the "buddy system" serve in retention efforts?
2. What roles are advantageous for counselors, teachers, vocational education directors and administrators to play in this concerted retention effort?
3. How much can and should support services do at the secondary/postsecondary levels?
4. How can support persons be involved (e.g., foster buddy system, teacher/student support)?
5. How can problems with parents and/or spouses be anticipated?

B. Narrative

At the outset, one very crucial factor in retaining nontraditional students in vocational education classes is "company." That is, the greater the number of nontraditional students, the greater the likelihood that the students will stay in the course. A recent study, *A Study of the Factors Influencing the Participation of Women in Nontraditional Occupations in Postsecondary Area Vocational Training Schools*, by Roslyn D. Kane et al., indicates that women's survival in traditionally male classes is more likely when four or more women are enrolled. The reason seems to be that the women form a buddy system that wards off discrimination. Perhaps this factor also serves the functions of providing moral support and refuting sex-stereotypical myths—there is strength in numbers.

It would be pointless and counterproductive, however, if vocational education reduced the sex equity issue to a numbers game in which nontraditional students were indiscriminantly urged to sign up for vocational education classes. Instead, there are a number of retention strategies which can be used to encourage carefully counseled students, with nontraditional needs and aspirations, to persevere in achieving their vocational goals. The following discussion outlines several strategies which may help you. They call for a concerted effort on the part of counselors, teachers, vocational education directors, and administrators to get the best results. Indeed, before reading about these strategies, you may want to consider the suggested roles for these individuals from the *Model Policy Statement and Guidelines for Implementation: Vocational Education* developed by the Education Commission of the States, Equal Rights for Women in Education Project (Reprint VII-C).

Identify and Publicize Support Services

Some of the needs encountered in recruiting nontraditional students persist to a degree—maybe more so—in a retention effort. Peer counseling, for example, is a vital support service, especially in cases where low nontraditional enrollments do not afford students the "buddy system." Mary Janney has identified the following strategies as important support services ("Career Counseling for Women," ED 115 903):

- Special courses for women
- Career days
- Peer counseling
- Career centers
- Training materials
- Peer counseling handbook
- Involvement of traditional peers in encouraging nontraditional students

Publicizing career options through media and special programs should also be carried out with retention of students as well as recruitment in mind.

One of the primary concerns of support services pertains to both offering feedback to students and obtaining feedback from them. From time to time nontraditional students will need special encouragement and advice as to the soundness of what they're doing and reassurance about their performance. This kind of feedback can be supplied by teachers, adult and peer counselors, as well as through recognition through media coverage, awards, and vocational education club participation. In "Stamping Out Sex Stereotypes in North Carolina, Amanda Smith (1976) states that one of the best strategies is to provide adult role models for students. This kind of feedback can make a tremendous impact especially in combatting conservative peer pressure. In the work she says the following:

> Both girls and boys need to see that femininity is something that radiates from within, not something that you put on like a white lace blouse or lose when you put on coveralls.
>
> Boys need to see that a man who is a nurse or works with young children is no less a man. (p. 32)

Obtaining feedback from students provides vital information for assessing their needs and measuring the success/failure of various support services.

Scheduling concerns may require special attention by those responsible for support services. Courses need to be offered at times when students are available to take them. Students who want to combine work with study and working mothers may need courses to be offered in evenings and on weekends. Also special courses may need to be offered to address particular needs of nontraditional students. Women and men might benefit, for example, from a course that covers topics such as the position of women in the work force or the social mythologies reinforcing the inferiority of women and machismo of men.

Support services also need to address special population needs. One such group is educationally disadvantaged women, which concerns Lillian S. Richards. In her dissertation for Fresno City College entitled *Meeting the Needs of Educationally Disadvantaged Women: A Program for Re-Entry,* Richards recommends that the following strategies be considered to achieve educational equity for this special population:

- Vocational testing
- Aptitude testing
- Job training and career planning
- Child care
- Weekend colleges
- Outreach to other projects available in the community

Richards believes that a needs assessment should be conducted to determine what strategies are appropriate. Re-entry can be facilitated through a coalition of community groups.

Support services take on special importance at the postsecondary level. There are a number of postsecondary considerations that must be dealt with to enhance retention of nontraditional students in vocational education classes. Of particular importance is providing non-biased placement and financial aid opportunities. Unfortunately, as Elizabeth J. Simpson (1974) has pointed out in "Vocational Education Can Lead," "Many occupational training programs still discriminate against women students, although sometimes in quite subtle ways." She believes that initiative needs to be taken by (1) developing and implementing affirmative action programs, and (2) encouraging consciousness-raising activities. The following provisions should be included in affirmative action programs:

- Recruit and hire qualified women
- Place women in jobs offering advancement
- Provide career counseling for women
- Increase opportunities for part-time work
- Provide child care for employed women
- Arrange work schedules and grant leaves to promote continuing education for employed women

A number of other strategies, which do not focus exclusively on women's needs, can be found in the article "Meeting Career Needs in Two-Year Institutions," by Wollman, Johnson, and Bottoms (1975). In selected Georgia postsecondary vocational-technical schools, strategies such as the following are used:

- Offer special elective courses
- Provide information to staff about programs
- Schedule and conduct tours
- Provide direct observational experiences in several occupational areas

- Hold open house
- Visit out-of-school youth to encourage them
- Develop and distribute printed information about the school, offerings, students, and graduates
- Orient students to each occupational area
- Counsel those who change their minds or fail
- Help instructors design experiences to help students understand themselves, their goals, and career area
- Suggest curriculum modifications

Enlist Traditional Vocational Education Teachers/Students as Support Persons

Retaining nontraditional students in vocational education classes hinges greatly on the provision of support persons. As has already been said, the "buddy system" works well in classes where at least four nontraditional students are enrolled. In addition to this support base, however, it is very important to enlist the support of traditional vocational education teachers and students.

Formal and informal inservice activities may be necessary to achieve support of traditional vocational education teachers. A film developed by the Illinois Office of Education entitled "When I Grow Up" can be a very effective tool for this purpose. The film consists of a number of vignettes in which teachers and administrators are shown treating boys and girls in a sex-biased fashion. The film promotes discussion and attitude change. Reprints of articles listed in the bibliography can also be useful in enlisting teacher support. Several of these articles are firsthand accounts of vocational educators who have found mixing their classes can work well—perhaps improving the situation. Consider especially articles such as the following:

> "Trying Out Male Roles for Size" by Margaret Snell (*American Vocational Journal*, May 1977, pp. 59-60)
>
> "Combatting the Cinderella Syndrome: How to Educate Women for Today's World," by Amanda Smith (*Community College Review*, June 1975, pp. 6-13)
>
> "Sex Stereotyping: Its Decline in Skilled Trades" by Janice N. Hedges and Stephen E. Bemis (*Monthly Labor Review*, May 1974, pp. 14-22)
>
> "Stamping Out Sex Stereotypes in North Carolina" by Amanda J. Smith (*American Vocational Journal*, April 1976, pp. 30-33)

Other activities which may help enlist teacher support are included in the package *Toward Equality*, compiled by the Dallas Independent School District. In "Healthy Adult," participants complete a self-inventory of personality traits and then apply the same list of traits to males, females, and healthy adults. By comparing how they generalize about people, participants can become aware of their own attitudes and behaviors which are based on sex role stereotypes. Another useful activity is provided in Reprint IV-A.

Enlisting the support of traditional students may not be as difficult as anticipated if the teacher handles the situation well. Amanda Smith (1976) cautions in her article "Stamping Out Sex Stereotypes in North Carolina" that resegregation within a class can happen unconsciously. In one instance a teacher asked girls to decorate a bulletin board while boys unloaded a truck. When girls objected, two boys volunteered to work on the bulletin board and the teacher learned a lesson! Teachers can also help the adjustment in mixed classes by guarding against students slipping into stereotyped patterns. Girls can use a shovel and boys may enjoy opportunities to assume a nurturing role. In short, students are likely to treat each other as equals if teachers establish and maintain the same philosophy.

Encourage Camaraderie Among Nontraditional Peers

Nontraditional students are likely to be drawn to each other naturally because of their "pioneer" situation. Nevertheless, a helpful retention strategy is to provide encouragement of this camaraderie through formal and informal methods. Participation in vocational education clubs should be stressed. Keeping daily logs at least during an orientation period can be useful if shared during rap sessions. Women's centers provide a special place for nontraditional students to meet, relax, get to know each other, and share common problems and solutions. Training to become peer counselors can also contribute to the development of "esprit de corps" among nontraditional peers who find gratification through helping each other rather than struggling alone with problems.

Anticipate Problems with Parents and/or Spouses

Communications will play a strategic role in anticipating problems with parents and/or spouses. The workshop model developed by the Career Exploration Project for High School Senior Women demonstrates the importance of involving parents and nontraditional students in discussion of attitudes, needs, and problems. Letters, brochures, reprinted articles, and fact sheets can be distributed to parents and spouses to help them understand the nature of the future benefits of this occupational preparation. Open houses and media publicity afford parents and spouses the opportunity to take pride in the accomplishments of nontraditional students. Counseling services should be advertised so that families will feel encouraged to seek this professional help if serious conflicts develop. A good film to show adult audiences is *Never Underestimate the Power of a Woman* (University of Wisconsin).

The Mintz project cited in Chapter III made use of coffee hours which prospective nontraditional students, parents, and spouses could attend. These coffee hours were advertised in letters, press releases, posters, flyers, and radio announcements. Respondents to the media exposure were called prior to the coffee hours to give them a friendly reminder to attend. The coffee hours were purposely informal to promote free discussion of concerns and a receptive atmosphere for gaining acquaintance with nontraditional career possibilities and training. Current nontraditional students and a nontraditional worker were also on hand to answer questions and relieve anxiety. While these coffee hours were primarily designed to promote recruitment, they also would enhance the ability to retain students by providing an opportunity to prevent the occurance of problems with parents and spouses. As with all the strategies in this regard, the key seems to be to increase the awareness of parents and spouses through dissemination of pertinent information as well as providing opportunities for significant interaction.

Closing Thoughts

There certainly is no shortage of strategies for use in retaining nontraditional students in vocational education classes. In the area of agriculture alone, Don and Rose Knotts (1975) in their article "Why So Few?" generated this list of recommendations:

Recommendations

Secondary Level

1. Encourage females to participate on judging teams, in leadership contests, and FFA.
2. Establish the same rapport with parents of females as with parents of males.
3. Do not assume that female students are not as interested as males in agricultural careers. Give them as much occupational information and career guidance as male students.
4. Counsel with parents of females concerning the problems daughters may have in agriculture, and encourage parents to support their daughters.
5. Recognize leadership potential in females as well as males.
6. Give school counselors literature and information concerning the various careers and career requirements available to students interested in agriculture with suggestions that females are also to be given counseling in the area.
7. Give employers seeking full-time or part-time agricultural assistance names of qualified females as well as males.
8. If a female student "fails" academically or in an assigned task, do not blame it on her being female; respect her as an individual student.

Postsecondary Level

1. If promotional literature does not depict females in brochures, redesign it so that it does. In referring to persons majoring in agriculture, avoid the use of "he"—substitute "he or she" so that females will not get the impression that only males are considered.
2. Alter your mailing list if it includes only males who receive promotional literature or announcements.
3. Place announcements of fellowships, financial assistance, educational programs, etc., where females are likely to learn about them.
4. Make employers of agricultural majors aware of the availability of qualified female agriculturists.
5. Use females in recruiting programs.

6. In a meeting of agriculturists that includes females, do not always appoint the female to be secretary or to take notes.

7. Encourage qualified females to obtain graduate education. Assist them in securing admission, financial aid, and/or fellowships.

8. Review university policies and alter any policy that (overtly or covertly) eliminates females.

While the problems in coeducational agriculture will not be solved overnight, leaders in agriculture can take steps to minimize the difficulties. Considering the responsibility placed on the United States by our government and international leaders, utilization of the talents of the "51 percent minority" might help meet the demands placed on agriculture.

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IV–A. Reprinted from: Dallas Independent School District, *Toward Equality*, pp. 151-152.

ROLE REVERSAL

Adult Attitude

Objective: Participants will be able to name at least one of his/her own attitudes or actions which are based on sex-role stereotypes and to describe at least one way he/she can work on eliminating such attitudes and actions.

Materials: Newsprint and felt tip pen for each small group.

Activity:

1. Divide the total group into same-sex groups of three to four people each. "Each group should imagine that they are the opposite sex. Brainstorm advantages of being that sex. Record these advantages on your newsprint and star the two that seem the best. You will have five minutes to complete your task."
2. Give each group a sheet of newsprint and a felt-tip pen.
3. After five minutes, have the small groups meet together as a total group.
4. Ask each small group to share with the total group the top two advantages of being the opposite sex.

   After a small group reports what it thinks are the advantages of being the opposite sex, ask for feedback from the sex being described. For example, if the small group is all female and they are reporting on what they think are the advantages of being male, turn to a group of males and ask: "What is your reaction to that? Do you consider those to be advantages of being male? What are the costs of those advantages? What disadvantages are there to that?"

   Finally, ask the reporting group the following question: "Is there any reason you can't have the advantage you described?"

Follow the same procedure for each small group.

Note: It is often surprising for people to realize that what they think of as advantages of the opposite sex are also considered advantages by that same sex.

5. To summarize, ask: "Does a society with differentiated sex roles have to remain that way?"

"What sex-role differentiation is biologically rooted and unchangeable?"

"What sex-role differentiation results from the assumption that since males and females are biologically different, they should behave differently and be treated differently?"

"In what ways do women gain from abandoning their traditional sex role?"

"What advantages or privileges of the traditional female role might they have to give up as sex discrimination is eliminated?"

"In what ways do men gain from abandoning their traditional sex role?"

"What advantages or privileges of the traditional male role might they have to give up if sex discrimination is eliminated?"

Activity adapted from Texas Teacher Center Project - Women's Equality in Education.
Summary questions are taken from Project Awareness, a training program developed by Feminists Northwest.

E. Exercises

Exercise IV-1

Purpose: The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of a sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chapter.

Directions: Your sex equity office has set up a WATS line to assist LEAs in improving vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. This year at Mary Baker Eddy High School the first girl enrolled in the industrial arts program. By the end of the semester, however, she had dropped out. A conversation with the guidance counselor revealed that the girl had felt isolated in her classes. What steps can the school's support services take to prevent this situation from happening next year?

2. When the counselor at Mary Baker Eddy High School investigated further, he learned that neither the industrial arts teachers (all were men) nor the other students had taken the non-traditional student seriously. Either they teased her or tried to be over-protective. How can the counselor convince the teachers and students to behave differently?

CHAPTER V

HOW DO WE INTERACT WITH THE COMMUNITY?

A. Introductory Questions

1. What persons/agencies in the community are interested in sex equity reform?
2. How can labor unions be reached and positively involved?
3. What steps can/should vocational educators take to enable women to apply for and be accepted into apprenticeship programs?
4. How can placement efforts be enhanced?
5. What functions and roles can an Advisory Council assume to assist in placement efforts?
6. What are the nature and causes of industry's growing commitment to sex equity in employment and vocational education?
7. What strategies could enable industry (employees) to greatly benefit vocational education programs?
8. What advantages are there to involving Advisory Councils in problem solving?
9. What strategies would be helpful to stimulate community interest in eliminating sex bias in vocational education?

B. Narrative

The sex equity movement has been underway long enough that many persons and agencies in the community are interested in this reform. Some of the most important strategies you can use to promote sex fair vocational education involve interacting with the community. Generally speaking, you need to identify these persons and agencies and promote collaboration between them and local educational agencies. Three community groups in particular have been involved in a number of projects concerned with the nontraditional student.

Identify Appropriate People to Gain Support of Labor Unions

Gaining support of unions—as employers—depends, according to a Women's Bureau document "Steps to Opening the Skilled Trades to Women," on three things: (1) knowledge of the facts,

(2) actual experience, and (3) an understanding of equal opportunity laws. This document, by the way, provides advice to employers, unions, and women. Several programs are cited which pertain to women in apprenticeship including:

Denver—program places women in apprenticeship programs
Wisconsin—program isolated, minimized, and analyzed barriers to female apprenticeship
Memphis—program developed a skills-based inventory of women
Chattanooga—Model Cities program helped disadvantaged women
San Francisco—apprenticeship outreach program incorporated Advocates for Women
Manpower Administration—Apprenticeship Outreach Program

Perhaps the most widely known project aimed at achieving union support of sex equity in the work world is the Wisconsin project. *Women in Apprenticeship—Why Not?* by Norma Briggs (1976) describes the difficulty encountered in winning over labor unions to this support.

> The entire apprenticeship establishment was composed almost exclusively of males, most of whom had themselves graduated through the apprenticeship system—from the journeyman supervisor to the technical school classroom theory instructor . . . This homogeneity of skilled blue-collar trade background of the men engaged in preserving and passing on the traditional method of training led to a tight unity against encroachments or criticisms from outsiders. They were highly sensitive to the element of snobbery so frequently encountered in educationists, counselors, and government policymakers and administrators who, looking down from the comfortably elevated status of the academically accredited, had avoided familiarity or constructive participation in what had become neglected, underfunded, and poorly understood backwater on the manpower scene. (pp. 1-2)

The Wisconsin project began by questioning the persons who administered apprenticeship. They asked three questions: (1) what accounts for the dearth of women apprentices, (2) what can be done about it, and (3) what occupations or industries would be most desirable and acceptable as starters for women apprentices. Several sessions were held with the field staff of the state apprenticeship agency and trade and industry coordinators from vocational-technical schools around the state. Then state apprenticeship agency representatives were enlisted to interview employers about these same issues.

Survey results led the project to develop a film entitled *Never Underestimate the Power of a Woman* to explode myths about the alleged unsuitability of women for a range of traditionally male trades and to motivate attitudinal changes in employers to open up apprenticeship programs to women. This film has proven very helpful at statewide employer, union, and counselor conferences as a means of raising awareness and changing attitudes—two essential steps toward achieving support.

A study of the problems of women in apprenticeship by Kane, Miller, and Dee (1977) provides recommendations for vocational educators to enable women to apply for and be accepted into apprenticeship programs. The recommendations are thus:

- Schools must stop separating vocational education into male and female categories. Women need the opportunity to take nontraditional vocational education classes, and should be encouraged to do so. These classes would permit them to explore the area to see if they like it, as well as provide them with useful related experience.

- To compensate for previous conditioning, a broad range of courses should be *required* for all students, so that all students have at least some exposure to the different occupational areas. Mandatory vocational education courses using tools would be beneficial for everyone—even those who do not plan to make a career of it. It would also remove some of the stigmas of vocational education courses, and would assist in reducing occupational segregation by sex.

- Programs that provide exposure to a variety of tools and their appropriate terminology should be developed both for students in school and to provide a training resource to women participating in recruitment programs. Women should be encouraged to take courses in shop, mechanical drawing, blueprint reading, auto mechanics, etc., which would improve their ability to pass written apprenticeship examinations.

- Efforts should be made to help prepare interested juniors and seniors in high school for written examinations and oral interviews required for admission to apprenticeship. Weaknesses could be discovered at this stage, and further training offered.

- Vocational education schools should play a larger role in pre-apprenticeship programs by developing and offering special programs for interested applicants, including women.

- Vocational education institutions have been successful in establishing committees designed to provide guidance to vocational education programs on the nature of work to be performed in various jobs. This experience could provide an excellent base for the vocational education department to establish advisory committees, including representatives of the JACs and appropriate companies and unions, to assist the schools in better preparing students for admission to apprenticeship, and to assist them in enabling men and women to pass the apprenticeship examinations and oral interviews. Additionally, they could feed back information to the students to assure that women were informed about the special and significant problems that they are likely to face in apprenticeship.

Companies and Unions

- Schools should make the effort to establish closer ties with companies and unions, in order to work with them to provide information on apprenticeship to students.

Related Instruction

- Because of their identity with the school system, their regular exposure to the apprentices, and their knowledge of the demands of apprenticeship, related instructors should be utilized to serve as a link between JACs, schools, and women. The related instructor is aware of what his/her students are lacking, knows the demands of apprenticeship, and could suggest curricular changes are needed at the high school level that would be relevant to apprenticeship preparation.

- The central location of related instruction classes which are utilized by most women apprentices could serve as a means of communication among the women either in class or through arrangements made by the related instruction teachers.

In addition, this study makes the following suggestions that relate to the Vocational Education Act of 1976:

- In utilizing vocational education funds, programs should be described in state plans that provide services to women apprentices including:
  - Counseling, both for those entering and those enrolled in apprenticeship
  - Bringing successful women into the schools as role models
  - Providing women applicants the opportunity to visit work sites or places of business or industry
  - Providing follow-up support to assist women in finding apprenticeship placements
  - Providing day care services for children of women apprentices in related instruction

Seek Placement Assistance From Employers

Because of their close working relationship regarding placement in the trades, representatives from industry and unions can be involved cooperatively in support efforts. For a detailed account of collaboration with industry and unions, see pages 70-76 of the *EVE Final Report* by Lerner, Bergstrom, and Champagne (1976). The collaboration format used was an advisory committee including two representatives of industry and one of organized labor. Specific functions of the advisory committee included:

- Provide input from industry for project goals and objectives
- Determine what opportunities really exist for nontraditional job placement
- Discuss possible cooperation between industry and sex equity projects
- Obtain pictures of workers in nontraditional jobs to convey role models to students
- Provide ripple effect by enlisting interest and involvement of other employers

The committee served two major purposes. First, the committee was suggesting means to obtain and utilize industry's cooperation. Because of sensitivity to the issue of equal employment, the strategy recommended by this committee was to meet with individual companies on a one-to-one basis. This approach proved highly successful, perhaps because industry is increasingly agreeing to sex equity employment. Federal legislation requiring affirmative action on the part of employers is no doubt responsible in large measure for the interest expressed by the employers, as well as a need to remedy a shortage of skilled workers, a healthy economy, and a positive experience with women who have been hired for nontraditional positions.

Secondly, this committee also provided evidence of industry's commitment to vocational education and women in nontraditional skilled/craft jobs that could interface with sex equity efforts in schools. Many companies have started training programs specifically for women. They are also working with men in the plants to combat prejudice against hiring women. In fact, specific training materials have been developed for line supervisors on supervising minorities and women. Companies were so willing to cooperate with schools by providing speakers and field trip guides and by interviewing future graduates that it seemed schools too often fail to take advantage of industry's willingness to help. A belief emerged that real exchange on a person-to-person level could greatly benefit vocational education programs.

Another strategy directed at gaining employer assistance with placement involves conducting a survey on employment issues. This strategy is outlined in a YWCA publication entitled *A Job at the End: Guidelines for Teen Counseling, Training and Career Development.* The section describing this strategy is provided as Reprint V-A.

In "Vocational Education in the Cities," a document by the National Advisory Council on Vocational Education, a provocative project is described in which business persons and vocational educators change places for a period of time to gain a better understanding of each other's position. Rapport between industry and vocational educators can greatly enhance placement efforts.

Engage Advisory Council in Problem-Solving

In the *Model Policy Statement and Guidelines for Implementation: Vocational Education* by the Education Commission of the States, Equal Rights for Women in Education Project, the following strategies are recommended for involving the local Advisory Councils in the sex equity effort:

> *Suggested Role of State or Local Vocational Education*
> *Advisory Councils in Implementing State and/or Local Plan*
>
> Insure that recommendations for improvement of vocational education and especially the elimination of sex bias and sex-role stereotyping are given due consideration for implementation by the governing board(s).
>
> Assist in developing programs that eliminate sex bias and sex-role stereotyping.
>
> Advise on current job opportunities and future program needs.
>
> Insure that the advisory councils are broadly representative of the total community or state. Include a balanced representation of women from traditional and nontraditional occupational areas who have demonstrated abilities and commitment to the elimination of sex bias.
>
> Establish state and local criteria for monitoring vocational education programs and for the collection of necessary data.
>
> Involve the community in recent developments in legislation and/or administrative policies relevant to the elimination of sex bias in vocational education by holding periodic public meetings for purposes of information sharing and problem solving.

In addition, three publications by the Center for Vocational Education listed in the Bibliography describe at length a range of problems which Advisory Councils can appropriately address. Their primary functions are to:

- Verify the need for instruction in an occupation
- Verify the content of the course(s) of study
- Provide teachers with technical assistance

- Provide service to teachers and students
- Provide service to the school and community

It is therefore appropriate to involve Advisory Councils in the following activities:

- Occupational/community surveys dealing with long- and short-term manpower needs
- Course content advisement
- Student placement
- Community public relations
- Equipment and facilities
- Program staffing
- Program review
- Community resources

There are at least three main advantages of involving Advisory Councils in problem solving. They can coordinate school programs with education and training programs offered by employers, other public agencies, and schools. They can help sell vocational education to business and industry leaders, the school board, the community, and local/state legislators. They can also determine what jobs are available and how students can best be trained for them. The cited documents emphasize with many models and directions that the effectiveness of the Advisory Councils is largely determined by carefully planned and implemented organizational procedures.

The Community at Large

Again referring to the previously cited document of Education Commission of the States, the following strategies are recommended for community interaction:

Community Action to Stimulate Interest
in Eliminating Sex Bias in Vocational Education Program

Develop community awareness of vocational programs through demonstrations at shopping malls, service clubs, women's organizations, and other community groups.

Involve business, industry, labor, and agriculture representatives, school patrons, teachers, students, and community leaders in program development and in the dissemination of information on vocational education.

Use women's organizations and other community groups to carry out seminars and conferences to develop awareness of sex bias and sex-role stereotyping and present ways it can be eliminated.

Provide community involvement in eliminating sex bias in instructional vocational materials.

Develop a core of volunteers to serve as guides for student and community tours of vocational facilities.

Utilize newspapers, radio, and TV for coverage of existing programs and promotion for new programs. Stress equal opportunities for all students.

Secure volunteers from business, labor, industry, and agriculture to serve as resource persons for inservice training of staff, teachers and counselors.

Utilize resource persons representing occupations to assist in class presentations.

Develop a task force on community involvement in vocational education. Involve students, teachers, parents, counselors, business, industry, labor, agriculture, and men and women in nontraditional jobs. Identify goals of task forces; i.e., create awareness, develop new programs and upgrade existing programs, secure job placements and research grants, and assist in securing resource materials.

Secure business, industry, labor, and agriculture brochures, films, and career information for use in instructional program and resource center.

Utilize vocational facilities as a meeting place for clubs and organizations with programs designed to create awareness of vocational education and the elimination of sex bias.

There are many beneficial ways the community can serve as a resource in achieving educational sex equity. The task is for vocational educators to enlist volunteers and involve especially industry, labor, and Advisory Councils in purposeful ways.

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V–A. **Reprinted from: YWCA,** ***A Job At The End*****, pp. 12-18.**

Find Out What's In Your Community

Do an interest survey or profile of your community utilizing as program tools, *Look Beneath the Surface of the Community* and *Action Audit for Change, Phase II*, available from the YWCA National Board.

Look Beneath the Surface . . . will tell you:

1. What tools to use to discover your community.
2. How to interview to obtain needed data.
3. The "who" and "what" facts about the community to be explored.

Action Audit for Change guidelines suggest ways to assure the involvement of a pluralistic team to work on the data gathering.

Some areas to be explored:

Agencies:

1. Find out who has taken initiative in this area. What agencies are already connected with a teen women's center for career development or job training and counseling? Could they use help through supplemental programs, or could they help you? What are their program shortcomings? What pitfalls have they experienced that you could avoid?
2. Discover possible coalition partners. Organizations such as the Urban League, NAACP, NOW, Girl Scouts, Camp Fire Girls, and others have youth groups. Cooperating with these groups may be a good idea.
3. Gather support from such groups as Black Women's Coalition, Coalition of Labor Union Women (CLUW), a national trade union movement like the ILGWU, National Organization for Women, American Association of University Women, and the League of Women Voters. There are many organizations that might recognize and be willing to support the needs of teen women. Get them in on the early planning. Some of these groups might have "green power"—money to invest in such an effort.

Business and Industry

Find out who are the unemployed in your community by age, sex, race, locale, and where the jobs are. Where are internships possible and could apprenticeships for non-traditional jobs be initiated? Who has scholarships for teen women to participate in the company's on-the-job training program? What jobs are going begging for lack of "qualified" applicants?

Information on salary differences from one job to another might serve as a mind-jogger, especially in getting teen women to look comparatively at skilled and industrial jobs as well as service and clerical jobs.

Identify the work opportunities in your community, and within community distance. Break down into various segments:

- Types of industry?
- Types of factories?
- Kinds of plants?
- Kinds of businesses?

(Are there women already employed in nontraditional jobs who can serve as role models?)

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- Where can teen women best be placed?
  (Part time, after school, weekend? Full time during the summer, full time year round?)
- What training do they need?
- Where can they get that training?
- Do courses now exist and/or can they be formed?
  Where? How?
- Are untrained teen women being placed?
- Are teen women without work experience being trained to know their own skills and potential, and learn how to find their own jobs as well as help each other as job seekers?
- Are more young woman being trained in certain fields than the community can absorb?

Search out the reality in your community. It's not enough to know that teaching, for example, is a cluttered field nationally if it is not cluttered where you live. Opportunities differ from city to city and region to region. Don't operate on general statements. Find out specifically. Gather specific material for a job opportunities profile of your community. Keep the profile up-to-date with follow-through.

> "What surveys on employment have been done in your community? If none, make your own assessment, or update those that have been made. Most occupational information and projections are outdated by the time they go to the printer. You need to develop your own employment outlooks by cooperating with the local business and labor community. Include earnings data in your employment research for various types of jobs. The worst mistake you can make is to pass on to your people information that 'ain't necessarily so.' You need to be super-accurate in your employment outlook information. You need to look at the supply of trained applicants as well as the possibilities for the various occupational opportunities."
>
> Speaker at the National Consultation

Institutions

1. Discover the kinds of counseling programs now existing in all the schools nearby: high school, vocational, teacher-training institutions, colleges, and other. Counselors in general are often overworked. They sometimes don't have time for the demands of extended career decision-making (especially in the crowded inner-city areas). Some are not properly equipped to work with teens in groups so that each individual is helped to know how to find a job for herself. Is this true in your locality? Find out.

2. Learn who is interested in working out a cooperative program of counseling with you. One approach is to ask school counselors to sponsor teen peer-counseling programs. Counselors would participate in recruitment of teens, who would be trained to serve as supplementary counselors.

3. Find out how you can supplement what is being done in the institutions. Determine where the school counseling and job placement and training program is weak and move to fill that void. Ask the school board and your local school officials to work with you in seeking more opportunities for on-the-job experience in business and industry.

Government Facilities

1. Identify the human resources. Who in your school district, city hall, county courthouse, or state government can provide you with information, participate with you in creating your program?
2. Look for likely sources of financial support. Your YWCA Financial Development Committee will work with you. Investigate funding from the schools, from the city through revenue-sharing, or from federal funds dispensed at the state level. Find out who is on the committee to give out Comprehensive Employment Training Act (CETA) money for local coalitions, and build a power base to pry money loose. Let the mayor's office know that you are particularly interested in revenue-sharing funds authorized for job training and development through CETA.

Corporate and Private Foundations

Determine who has grants in this area of concern. Are there local foundations that can be approached, corporations that might participate in a program of this type with special funding. Who has been involved in the past? Keep your eyes and ears open for all kinds of new horizons in this area. Work with the Financial Development Committee to collect this data.

Individuals

1. You must learn and relearn who are the shakers and movers and doers in your community. Study the financial pages to determine new names and faces moving up within the financial community. Look at the people who are in managerial positions in banks, hospitals, and educational institutions. Get to know these people. Find out which community leaders can help you get action from governmental bodies. Identify those elected officials who might be friends or allies or advisors. Find out how to reach them.

> "The YWCA should teach people gut-level strategy for the community and should help teen women deepen their perceptions about the real world of work . . ."
> Speaker at the National Consultation

2. Identify racist and sexist discrimination. There are films, filmstrips, slide shows, and literature readily available from the National Board of the YWCA to help develop community awareness. Base all planning on One Imperative—"to thrust our collective power toward the elimination of racism wherever it exists and by any means necessary." Call on all National Board resources.

3. Uncover the deterrent forces. Who in the school or governmental or power structure would be opposed to the YWCA initiating this kind of program, and why? Are there industry, business, or labor groups that would provide stumbling blocks? White, male-dominated labor unions, for example, may make it difficult for youth, women, and Third World people to gain entry-level positions in some non-traditional skilled craft fields. Young women often face barriers when they attempt to enter the world of carpenters, bricklayers, and other specialized trades. Check it out.

Legal and Political Structures

1. Find out where discrimination exists. Statistics say a lot; by analyzing statistics, you can tell whether or not teen women have been denied certain kinds of jobs.

> "Teen women must learn to recognize discriminatory practices which are going on so that when they seek to enter the job market, they will know when they are being discriminated against."
>
> Speaker at the National Consultation

2. Look for the three kinds of discriminatory tests. One is a non-job-related test—one that doesn't specifically test ability to perform that particular job. General intelligence tests are that kind. The other two discriminatory tests are those which are *culturally biased* (made for persons who grow up in the mainstream of American life) or *sexually biased* (containing questions about subjects more familiar to one sex). If you suspect a test of being discriminatory, check with Equal Employment Opportunity Commission to determine if they have examined that test for discriminatory content. Remember, if a test is *not* job related and if it has an adverse effect on minorities or women, it is illegal.
3. Certain kinds of jobs have been traditionally considered male jobs. When vacancies occur in some of these jobs, sometimes the only people who know about the vacancies are people who work there. This is called word-of-mouth referral and has the effect of screening out women because women often do not have access to such information. A job conference can create job contacts and help overcome this lack of access.

Rights Teen Women Can Assert

Find out how new affirmative action laws and government regulations affect employers and working women. Keep up-to-date, as these laws are frequently being amended. For example, posting of jobs should be accompanied by affirmative recruiting of outsiders. Failure to post often leads to very narrow, behind-the-scenes selection methods.

Reprinted from: YWCA

Teen women have a right to complain if a want ad carries a sex label, if an employer refuses to let her file an application but accepts others, if a union or employment agency refuses to refer her to job openings, if a union refuses to accept her as a member, if she is fired or laid off without cause, if she is passed over for promotion for which she is qualified, if she is paid less than others for comparable work, if she is placed in a segregated seniority line, if she is left out of training or apprenticeship programs, and if the reason for any of these acts is her sex, race, color, religion, or national origin.

In addition to learning the rights of teen women according to federal law, you must determine the law in your state that applies to job discrimination. See if there is a state agency to enforce the law. In Massachusetts, for instance, the Fair Practice Law preserves the rights of people whenever they are discriminated against because of race, color, religious creed, national origin, sex, age, or ancestry. This law does not restrict an employer, labor organization, or employment agency from establishing qualifications. But it does require that the same standards of qualifications be applied equally to all persons.

Besides, the Equal Employment Opportunity Commission, there may be other agencies in your locality which enforce laws against discrimination. Many states and some counties and cities have either Commissions Against Discrimination or Commissions on Human Rights, or similar agencies. Complaints of discriminatory practices may be filed with these agencies.

Very Important: Get in-depth information on the affirmative action programs in your community. Many businesses and industries (such as banks and large national concerns) and public employers (such as municipal governments) have affirmative action programs to actively recruit both women and minorities. Determine which employers in your community have such programs, how they are working, and how you can feed them through your counseling center component. You can also pressure for affirmative action programs in the recruiting, training, and promotion of youth, women, and Third World people with local businesses and companies.

The teen counselor should not only tell teen women what their rights are; she should also help them assert these rights in the most effective way. The YWCA's role as a referral agent to appropriate omsbudsman agencies must be well thought out. Your Public Policy (Public Affairs) Committee can assist you. Keep a record of current labor laws and amendments and pass any new information on to counselors.

E. Exercises

Exercise V-1

Purpose: The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of a sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chapter.

Directions: Your sex equity office has set up a WATS line to assist LEAs in improving vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. Most union apprenticeship programs have traditionally been closed to women. Consequently, the trade and industry teachers at Eleanor Roosevelt Regional Career Center feel it is pointless to enroll women. They want to know if anyone has ever achieved union support for accepting women apprentices and, if so, how?

2. The new vocational education director at Molly Brown Technical School has discovered that the Advisory Council has virtually disbanded from inactivity and poor leadership. What information is available to guide setting up an effective Advisory Council responsive to sex equity?

CHAPTER VI

HOW DO WE ASSESS AND ADAPT MATERIALS?

A. Introductory Questions

1. How should counselors select interest inventories?
2. How should textbooks be selected?
3. How can you best use existing materials that are sex biased?

B. Narrative

The materials available today for use in the schools often reflect sexist attitudes of the past. However, new materials are becoming available that are specifically designed to present a sex fair picture. In instances where older materials must be used because of budget concerns, counselors and teachers can point out to students where sex stereotyping and bias occur and discuss the concerns such instances can cause.

Interest Inventories

Sex biased interest inventories can help cause students of both sexes to limit the range of career options they will consider. It is often very difficult for counselors who are making sincere efforts toward increasing sex fairness to identify inventories that treat both sexes fairly. A good set of guidelines for assessing sex bias and sex fairness in career interest inventories has been developed by the National Institute of Education. The guidelines are included as Reprint VI-A.

An excellent discussion of the responsibility of the counselor in dealing with interest inventories is presented in *Sex Fairness in Career Guidance: A Learning Kit,* by Stebbins, Ames, and Rhodes (1975). Topics covered include how available inventories might be useful, the types of career inventories, and how to assess and select the appropriate inventory.

Texts

The textbooks and other materials used in some courses are often sexist by today's standards, especially those for courses that were formerly available only to students of one sex. The most comprehensive discussion of the entire problem in vocational education materials is available through the materials prepared by Women on Words and Images. Included as Reprint VI-B are a checklist for evaluating materials in terms of sexism and a guide for the creative use of existing curricula or other materials that may be sex biased.

C. References

Diamond, Esther E., ed. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, Spring 1975.

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Women on Words and Images. *Guidelines for Sex-Fair Vocational Education Materials.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, 1977.

VI–A. **Reprinted from: Verheyden-Hilliard, Mary Ellen, *A Handbook for Workshops on Sex Equality in Education*, pp. 64-68.**

Appendix E

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

First edition
July, 1974

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C. in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

> **Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit—or might cause others to limit—his or her considerations of a career solely on the basis of gender.**[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition then previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, available from the Career Education Program, National Institute of Education, Washington, D.C., 20208 in October 1974.

The term "career interest inventory," as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here). *The guidelines do not represent legal requirements.* They are intended as standards a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) *Standards for Educational and Psychological Tests* (1974) requires them to produce, and b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972), or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision-making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. The Inventory Itself

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms—i.e., whether male, female, or combined sex norms—for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

Reprinted from: Verheyden-Hilliard, Mary Ellen

II. *Technical Information*

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale.

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity—if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. *Interpretive Information*

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, in-

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cluding early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at *all* career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that a) people in general are of the male gender, and b) certain social roles are automatically sex-linked.

H. The user's manual a) should state clearly that all jobs are appropriate for qualified persons of either sex; and b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons re-entering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information—skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like—in making any career decision. However, the possible biases of these variables should also be taken into consideration.

Footnotes

[1] For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

[2] An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is *not* sex-restrictive if *each* career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude—that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work . . . The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of these interpretations will appear in *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* (U.S. Government Printing Office, 1974, in press).

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VI–B. Reprinted from: Women on Words and Images, *A Checklist for Evaluating Materials,* unpaged, and *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way,* unpaged.

A CHECKLIST FOR EVALUATING MATERIALS

LANGUAGE

- Is the generic **he** used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic **she** used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex? (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?

ROLES
occupational/social

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary — female; construction worker, plumber — male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday" will be female?

Reprinted from: Women on Words and Images

- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, an occasional reference to women or men in non-traditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?
- Are only females shown as passive and inept?
- Are only females shown as lacking in desire to assume responsibility? (e.g., She was delighted to have risen to be "head secretary.")
- Are only females shown as emotional? (e.g., The secretary cried easily and was very thin-skinned.)
- Are only females presented as gossips?
- Are only women shown as vain and especially concerned with their appearance?
- Are only females presented as fearful and in need of protection? (e.g., She wasn't able to work late and walk home at night.)
- Are only males shown as capable, aggressive and always in charge?
- Are only males shown as brave and relentlessly strong?
- Do only males consistently display self-control and restraint?
- Are opportunities overlooked to present a range of emotional traits for females and males?
- Are women and men assigned the traditional roles of males as breadwinner and female as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers.)
- In a family where both adults work is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work.)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

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OMISSIONS

- Does the text deal with the increasing movement of both men and women into non-traditional occupations?
- In historical and biographical references are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgment of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husbands' names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

PHYSICAL APPEARANCE

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries — "proper girdles to firm buttocks")?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented or described in terms of accomplishment or character rather than appearance?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

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AUDIO/VISUAL MATERIALS

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditionally female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

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GUIDELINES FOR THE CREATIVE USE OF BIASED MATERIALS IN A NON-BIASED WAY

A large percentage of the vocational education materials currently in use in schools and other institutions are sex-biased. That is, occupations and social roles have been defined and portrayed on the basis of sex. This bias considerably limits the scope of occupations presented to females and, to some extent, those presented to males.

Based on current and projected labor statistics and demographics, the traditional roles and occupations these materials present to women do not prepare them realistically for careers that will enable them to become self-sufficient adults, something our changing society is requiring from increasing numbers of women. And, by limiting roles and occupations on the basis of sex, many males are prevented from realizing their fullest potential. There are many undesirable ramifications of this situation for the individual and for society.

For economic reasons, and in some instances because of unavailability of non-biased materials, schools and other institutions will continue to use biased materials. The following guidelines are intended to aid vocational education teachers in recognizing and dealing with sex biases contained in these materials in such a way as to mitigate their effects. They will help prepare students more realistically for the future and aid more students in realizing their career potentials. The guidelines may also be used to help students explore their own biases, which are the result of their culture.

The guidelines were developed by Women on Words and Images from an analysis of vocational education materials conducted under a contract granted by the U.S. Office of Education, Bureau of Occupational and Adult Education. In addition to producing guidelines for the use of biased materials in a non-biased way, the purpose of this contract also was to create guidelines and a check list for sex-fair vocational education materials to be used by the publishers of these materials. The categories presented here: language, roles, personal traits, physical attributes, and illustrations which are contained in the examples used to illustrate them, were taken from the materials examined.

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GUIDELINES FOR DEALING WITH LANGUAGE

- **Masculine generic forms**
  Point out the use of masculine generic terms; for example, mankind instead of humanity, manpower instead of human energy; manmade when referring to artificial or synthetic.Discuss this aspect of language with the students. Use the following questions to stimulate discussion:

  > Do the female members of the class feel a part of the generic class labeled mankind?
  >
  > Why should generic male terms be used to indicate both males and females? If it is really meant to be inclusive, why not use a gender-free term such as humankind?

- **Masculine pronouns**
  Point out the use of masculine pronouns he, his, him where he or she, her or his, or him or her should be used. Raise the same questions as suggested above.

- **Gender nouns that denote occupations**
  Point out the use of masculine gender nouns that denote occupations; for example, businessman, middleman, fireman, policeman, salesman, foreman. Discuss these terms using questions similar to those above:

  > Do female students feel excluded from occupational categories labeled businessman, salesman, foreman?
  >
  > Shouldn't we use common gender nouns such as firefighter, salesperson, or businessperson, which are non-biased and do not exclude people on the basis of sex?

- **Inconsistencies**
  Point out inconsistencies in language in the materials. This may be the result of good intentions, but reflects a lack of awareness, or in some cases, tokenism. For example, a text may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician . . . he." Other examples are the occasional use of she/he, but more frequently he is used; or the use of he/she with masculine occupational nouns such as policeman, fireman, etc.

- **Disparaging words**
  Point out disparaging words such as "cute secretary," "the girls in the front office," "the attractive nurse." Raise the following questions:

  > Are adjectives such as cute, attractive, or beautiful, appropriate for the occupations?
  >
  > What are the students' reactions to the use of girl instead of woman?

What are the students' reactions to the use of boy in place of man? What does the phrase "the boys in the office" connote? Contrast these reactions to "the men in the office."

Are the reactions to girl and woman different from boy and man? Do they have different connotations?

Who might use the phrase "the girls in the office" or "the boys in the office?" Does who is using the phrase make a difference?

Should this kind of language be used in vocational education materials? Why?

- **Avoidance of reference to gender**
Point out instances where any reference to gender has been avoided in relation to occupations and roles; for example, "the electrician will . . .", "the plumber does . . ." While this avoids stereotypical language it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images. Pointing out that gender-free terms include both males and females will help break down these stereotyped images.

Discuss the cumulative effect of biased language:

What effect does the constant use of sex-biased language have on students?

How does it help shape their self-concept?

Are males and females conditioned to think differently about themselves as a result of the cumulative effect of sex-biased language in these materials as well as elsewhere?

GUIDELINES FOR DEALING WITH ROLES

- **Stereotypical occupational roles**
Call attention to stereotypical occupational roles. For example, are only males addressed when the materials discuss plumbers, machinists, welders, electricians, bricklayers, etc.? Are only females addressed when the materials discuss nurses, secretaries, beauticians? Discuss these occupational roles with the students. Use the following questions to stimulate the discussion:

Is there anything required, physically or mentally, by the occupation which could not be done effectively by either sex?

Are there currently members of both sexes in this occupation? For example, there are female telephone lineworkers, welders, plumbers, etc. Why aren't these shown in all materials dealing with these occupations?

How do the students feel about male nurses, female doctors, male secretaries, female welders, etc.? Point out that the biases they may have to these non-traditional occupational roles reflect cultural stereotypes about the sexes.

Are men seen as less masculine and women as less feminine if they choose non-traditional roles? What is masculinity? What is femininity? What does sexuality have to do with occupational roles?

- **Inconsistencies in presenting occupational roles**
  Point out and discuss any inconsistencies in the presentation of occupational roles. For example, are both male and female assembly line workers shown and only male plant supervisors? Are male secretaries shown but not female executives?

- **Leadership roles**
  Are only males shown in leadership roles? For example, are the presidents, vice presidents, and owners of businesses always male? Are police captains, shop supervisors, and office managers always male? The following questions can be used to facilitate a discussion:

  Could women, with equal training and experience, do the job just as effectively?

  Do the materials being used reflect what exists in society? If they do, should this situation continue to exist? Why? Are individuals or society losing anything from this?

- **Tokenism**
  Point out any tokenism in the material being used. Does the material only occasionally present a non-traditional occupation for either males or females? For example, does a text on the building trades present just a few occupational roles for women? Does a text dealing with the paramedical profession present only a few roles for men? Or does the material present men and women in all roles working earnestly and equally side by side?

- **Social roles**
  Are vocational choices tied to social roles? Are only women told to choose occupations that will allow them time off, and flexible schedules to accommodate raising a family? The option to do this should be presented to both sexes as a matter of choice, not prescription. Are secondary roles attributed to wives? For example, "the shopowner's wife can keep the books and do the secretarial chores." Are females portrayed as possessions and dependents? For example, "after the children have grown many husbands allow their wives to go back to

work," or "most married women do not need full-time jobs." Are only two-parent nuclear families shown, with father as wage earner and mother as homemaker? The area of social roles is probably the most difficult one to deal with. Most students have spent their lives in a stereotypical environment and have read many biased textbooks. Many of them do not have the confidence or inner resources to explore options on their own. The following questions explore stereotypical social roles in some biased materials, and will help students deal with their own cultural biases:

> Given the fact that 90% of the women in the U.S. work for some portion of their lives, and the number of women in the labor force is increasing every year, shouldn't women prepare for careers in which they will find satisfaction and not ones that only allow them a flexible schedule?
>
> Shouldn't men also be given the option of having more time to spend raising their children?
>
> Should the total or major responsibility for the financial support of the family always be placed on the father?
>
> Should women have to choose between having a career or being mothers? Does our society ask this of men? Why? Why does it seem that women know more about raising children than men? Could men develop this ability also? Would knowing this destroy their masculinity?
>
> If a woman chooses both to have a family and a career, is she less likely to be a good mother? Is it possible for her to do both well? What ingredients are necessary for her to be able to do both well?
>
> If a man chooses a less time-consuming job, or chooses to be the parent who takes time out of a career to be at home with the children, is he less masculine?
>
> Should women prepare themselves to be financially independent? What is the best way to do this?
>
> Should a husband have the right to allow or not allow his wife to return to work if she has taken time out of her career to be at home? Why?
>
> Should the job of homemaker be relegated by one spouse to another, or should the needs of both people be taken into account?
>
> What happens to a person when potential, ambition, and desire for a vocation are thwarted?

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GUIDELINES FOR DEALING WITH THE PORTRAYAL OF PERSONAL TRAITS

- **Personal traits**
  Point out instances where personal traits are sex-linked. For example, are the traits of independence, decisiveness, persistence, inventiveness, or creativity, expected more often of men than women? Are men portrayed as having these characteristics more often than women? Are women shown as being more vain and emotional, and less assertive and competent than men? Point out that the capacities for these qualities exist in both males and females, and that there is a need to develop positive traits in both sexes. Make a list of positive job-related traits. Ask the following questions:

  Do the students see some of these as desirable only for males or only for females? Why?

  Have males and females been socialized differently?

  Should these traits be encouraged in all human beings?

- **Physical attributes**
  Is unnecessary reference made to physical attributes, such as, the "attractive" secretary or the "good looking" vice president? If the attributes are not job-related, there is no need to mention them. Students should be made aware of these when they are sexist.

GUIDELINES FOR DEALING WITH SEX-BIASED ILLUSTRATIONS

The illustrations in vocational education materials reinforce the images presented in the text. Teachers should be aware of biases, some of them subtle but potent, that exist in many illustrations. These should be pointed out to students. They can be a concrete base from which to discuss the biases in the materials. The following are particular areas of concern.

- **Omissions**
  Have either males or females been omitted from traditionally sex-stereotyped occupations? For example, the text may state that nursing is an occupation both men and women should consider as a career, but show only women in the graphics. Or a text dealing with the building trades may state that women can be electricians, plumbers, welders, etc., but show only males in these roles in the graphics. The people in these illustrations are usually shown performing the duties of a particular occupation. This is a good place to ask:

  Why couldn't members of either sex do that job?

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What is required physically of the person doing the job?

Since males and females come in different sizes and shapes and have varying amounts of physical strength and energy, isn't it possible there would be both males and females capable of performing jobs that require physical strength?

Do students feel that males don't have the capacities to perform traditionally female occupations, and females don't possess the ability to perform traditionally male occupations; or is it because society has said that these are unattractive or unacceptable occupational roles for males or females?

Do the students think a woman welder or electrician is less feminine than a woman salesperson or beautician? Why? You may again wish to discuss the meaning of feminity.

Do the students think a male nurse, hairdresser, or elementary school teacher is less masculine than a male truck driver? Why? You may want to have the students define masculinity again.

Should occupations be determined on the basis of sexuality or on the basis of ability, interest and desire?

- **Subordinate roles**
  Are women only shown in secondary roles in the materials? For example, are executives always male and secretaries always female; is the store owner always male and the sales help female; is the job supervisor always male, etc.? Should the reverse situations be shown? Why?

- **Tokenism**
  Are women and men only occasionally illustrated in non-traditional occupations? For example, one black female doctor in an illustration of a group of doctors, or one male telephone operator in a whole line of female operators. This illustrates compliance or an attempt but is not a wholehearted effort to eliminate sex bias.

- **Physical portrayal**
  Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?

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OTHER SUGGESTIONS FOR ELIMINATING SEX BIASES IN VOCATIONAL EDUCATION

- Invite people employed in non-traditional occupations to speak to students.
- Use audio-visual and other supplementary materials that are non-biased.
- Avoid new purchases of biased materials. Some publishing companies have attempted to eliminate sex biases from materials, and some materials are more bias-free than others.
- As a teacher, be aware of the myths and realities that surround the issue and point these out to students.
- Present students with an actual picture of the work world and prepare them realistically for the changes that are occurring. Some techniques that can be employed to prepare students for these changes are:

  Discussion of the sex biases that exist in the culture, including their sources and how they are perpetuated.

  Use of case studies dealing with the problem.

  Use of role playing to get students involved at a personal level.

  Use of curriculum intended to eliminate sex biases.
- Have students develop a plan of their ideal career choice, based on the occupational requirements and their aptitudes. Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this an an opportunity to support non-traditional vocational options.

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E. Exercises

Exercise VI-1

Purpose: The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of a sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chapter.

Directions. Your sex equity office has set up a WATS line to assist LEAs in improving vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. A vocational guidance counselor at Amelia Earhart Technical Institute is dealing with interest inventories in one of her classes. What resource can supply information on assessment and selection issues?

2. The Crandall County Home Economics Instructors Society intends to investigate home economics textbooks for sex bias and sex stereotyping. What resources might be helpful?

CHAPTER VII

HOW DO WE GET IT ALL TOGETHER?

A. Introductory Questions

1. What sequence of steps should be included in program planning?
2. Can you apply the program planning process in solving a problem in your work situation?
3. Whose responsibility and commitment are needed to increase sex fairness in vocational education?
4. What techniques are useful in carrying out a needs assessment for the planning process?
5. Besides students, what other groups are necessary for you to concern yourself with in planning sex equity efforts?
6. What levels of leadership are required to achieve educational equity?
7. What roles can each of these leaders serve?
8. What procedures are advisable once needs assessments have been initiated?
9. Of what significance is understanding sex equity legislation?
10. Can you suggest some possible funding sources for work in the area of sex fairness in vocational education?

B. Narrative

Increasing sex fairness in vocational education is the responsibility of many and will require the commitment of all. Since this publication was compiled as a document that would be useful to all those working toward implementing the vocational education title of the Education Amendments of 1976, it now becomes difficult to provide specific information for each of the audiences. However, general information on needs assessment, local flexibility, legislative compliance, and funding is provided.

Needs Assessment

It is critical, before any changes are planned, that you have some basic facts about where you are now. There is a variety of needs assessment techniques based on the amount of detail with which you choose to plan. All schools should have completed a self-evaluation in complying with Title IX. That information should be useful at this time. Included as Reprint VII-A is a suggested needs assessment for determining sex bias in vocational education from the publication, *Model Policy Statement and Guidelines for Implementation: Vocational Education,* prepared by the Education Commission of the States, Equal Rights for Women in Education Project.

The factual information obtained through a needs assessment can be analyzed and used to set goals. A more difficult part of the assessment will be determining the attitudes of counselors, teachers, community, students, and parents. Instruments such as Exercise I-3 and Reprint I-E will be useful in assessing the awareness level of the staff and community.

Even after attitudinal information is obtained, it will be more difficult to establish goals and time frames for work in the problem areas. The awareness level of various groups may lead you to implement a variety of inservice and workshop activities that meet the needs demonstrated by the different groups.

While much of the concern for increasing sex fairness in vocational education is directed toward students, it is also necessary to concern yourself with all of the groups that influence, support, train, hire, inspire, and even discriminate against students. It will be difficult to do all this while sex bias and sex stereotyping continue to exist in the central office, teacher education institutions, or the state board. Thus, for vocational education to have credibility with the community, employers, unions, and parents, it is necessary for the vocational education program to be sex fair. Included as Reprint VII-B are a model and recommendations relating to employment from the *Education Equity Model* developed by the Alabama State Department of Education. This document provides useful suggestions about the necessity for the state education agency and the local education agency to work cooperatively. Several models were designed by the project to assist a variety of groups with planning procedures.

Consider the many levels of leadership required for the achievement of educational equity. Persons from every level must become creatively involved in the search for solutions to the inadequacies in the total system. Excerpts from the *Model Policy Statement and Guidelines for Implementation: Vocational Education* by the Education Commission of the States, Equal Rights for Women in Education Project, are included as Reprint VII-C. The excerpts provide suggestions for roles for local school administrators, school boards, vocational education directors, instructional staff, and curriculum development personnel in implementing plans for sex equity in vocational education. Do not let these suggestions set limits. They can serve to generate unique and suitable strategies for meeting the diverse needs of each school or school district, varied as they are.

Local Flexibility

Once the needs assessments have been initiated, it will be necessary to plan how to organize the information depending on who needs the information and for what purpose. Included as Reprint VII-D is a plan developed for program evaluation. Space is allowed for recording additional information required prior to making a final assessment. Reprint VII-D is from *A Model Policy Statement and Guidelines for Implementation: Vocational Education* by the Education Commission of the States, Equal Rights for Women in Education Project. The example may not be as comprehensive as your local needs demand, or it may include more than your situation can commit to at present. Use any or all of these suggestions — change, add, subtract — these materials are intended to assist you, not confine you.

Legislative Compliance

One important task, preliminary to goal setting and implementing strategies is understanding the legislation. If your group has no one knowledgeable about Title IX and the Education Amendments of 1976, now is the time to begin learning. Everyone involved in the planning process should have, at least a basic understanding of these two pieces of legislation related to equal opportunities in education. Included as Reprint VII-E is a *Summary of the Regulation for Title IX, Education Amendments of 1972* prepared by the Project on Equal Rights (PEER). Reprint VII-F provides a summary of *The Education Amendments of 1976: Impact on Women and Girls Concerning Vocational Education* prepared by the National Advisory Council on Women's Educational Programs.

Each state now has one person with the state education agency whose full-time responsibility is to work toward sex equity in vocational education. This person will be able to provide a variety of helpful suggestions for your planning sessions. Consider the possibility of inviting persons from "model" schools or persons who have been instrumental in effecting sex fairness in vocational education in your local area.

Funding Sources

One of the steps in preparing an action plan is determining the cost of implementing the planned activities. That programs can be improved if there is funding is not a new idea to anyone. The problem, of course, is getting the funds. It is not the purpose of this guide to name all of the possible funding sources as this varies so much from state to state. What is included here are suggestions that apply nationwide.

Vocational education money. In the Education Amendments of 1976, there are many new directives on both the state and federal level with respect to vocational education funding. In some areas the funding is required, while in other areas it is optional. Refer to Reprint VII-F for a summary of the directives. Complete copies of the Final Regulations for Title II — "Vocational Education" of the Education Amendments of 1976 are available through your state education agency.

The greater the existing commitment to sex fairness in a state, the more likely the state will be to allocate larger amounts of funds in required areas and funds in optional areas. It is important to remind readers that this publication is concentrating on increasing sex fairness. Critical as the need is, there are other needs that states must meet. Perhaps your state's five-year vocational education plan will encourage setting of sex fairness priorities. Then, funds that cannot be committed to sex-fair efforts in the first or second year may be available later.

Women's Educational Equity Office. Federal money has been set aside for meeting certain needs of women by applying to this office for grants and contracts that meet the criteria established by the legislation. The enabling legislation for this office is due for revision this year. The best source of information about the current situation is the *Federal Register.* Additionally, personnel in your state education agency should be able to provide current information.

Private foundations. States can best identify what is available in each state and the criteria for receiving funds. A publication included in the Bibliography (Chapter VIII), *That 51 Percent: Ford Foundation Activities Related to Opportunities for Women,* may be helpful. It speaks to the needs of women and lists the kinds of projects funded by the Ford Foundation. It may be worth some time to explore the possibility of meeting their criteria for funding.

Conclusion

"Getting It All Together" means different things to different people. This chapter is intended to supply you with an understanding of the basic requirements for organized planning. Whether you are planning the agriculture program for the next year or a one-day math workshop for girls who are interested in technical occupations, you will do well to plan for each step. Each step deserves extensive attention. The less guessing and more collecting of facts and resources you do, the more successful your plan will be and the closer it will match the original concept in your mind. There will be some risk in the plan since all of the information you may think you need will probably never be available. Although this planning process is thorough, there is no guarantee that you will not make mistakes—there are always those incidents one cannot predict. An honest evaluation will assist you with identifying the real cause of a mistake and will be of great help for the next time. Remember there is a next time. Do not overlook the successes identified in the evaluation process. All of these successes can now be duplicated under similar circumstances. Enjoy that. It may well be that the greatest motivation for using these steps in your planning will be the success you achieve as a result of good planning. Enjoy those successes too. You deserve it—you worked hard for it.

C. References

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Project on Equal Education Rights (PEER). *Summary of the Regulations for Title IX Education Amendments of 1972.* Washington, D.C.: NOW Legal Defense and Education Fund, nd.

VII–A. Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project, *A Model Policy Statement and Guidelines for Implementation: Vocational Education*, pp. 7-9.

SUGGESTED NEEDS ASSESSMENT FOR DETERMINING SEX BIAS IN VOCATIONAL EDUCATION

Statistical Information

(possible sources for data are provided in parentheses)

	1976-77	1977-78
Number of students by sex and age enrolled in traditional courses	______	______
Number of students by sex and age enrolled in non-traditional courses	______	______
Projected school-age population (13-19) (State Department of Education)	______	______
Worker supply and demand (Department of Labor) 1976 through 1982	____________	
Categories for number of workers expected to be trained through secondary programs, government training programs, private vocational school programs	____________	
In-migration of workers projected to move into the state	____________	
Number of single heads of households (Department of Social Services, Department of Labor Statistics, Women's Bureau)	____________	
Number of single female workers	____________	
Suggested additional data:		
Births by teenage parents (Bureau of Vital Statistics)	____________	
Number of minority women in work force	____________	

Existing innovative programs to eliminate sex bias and sex-role stereotyping

List programs and enrollment by sex

Number of students by sex enrolled in student vocational clubs	Male	Female
Future Farmers of America	______	______
Future Homemakers of America	______	______
Future Business Leaders of America	______	______
Home Economics Related Occupations	______	______
Vocational Industrial Clubs of America	______	______
Distributive Education Clubs of America	______	______

Percentage of local school district funds expended for vocational programs ____________%

Review of textbook materials to eliminate sex bias in audio-visuals, film strips, cassettes, charts, posters, teaching aids

Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project

Review of career information in resource center and counseling offices

Review of testing materials including personality and aptitude tests

Analysis of the provision for remedial programs:

Math_____ English_____ Bilingual_____ Vo-ed skills_____

Review of access of both sexes to prevocational and career oriented programs funded through local and state sources

Survey of counselors at all levels:

- Education
- Work experience outside the teaching field
- Workload counselor/student ratio
- Assignment to students as related to sex
- Attitudes toward sex bias
- Requirements for certification, credentialing
- Requirements for recertification and recredentialing
- Review of testing materials
- Review of testing procedures

Survey of facilities and equipment to determine needs for existing programs

Survey of facilities and equipment to determine needs for projected programs

Survey of local school board attitudes toward sex bias in vocational programs

Survey of attitudes of school superintendent, personnel directors, high school principals and local directors of vocational programs toward sex bias in vocational programs

Survey of community attitudes including those of employers, parents and school patrons toward sex bias in vocational programs and nontraditional job opportunities

Survey of student attitudes toward nontraditional jobs

Survey of student career preference

Analysis of the composition of local vocational education advisory council

Analysis of the composition of local program advisory committees

Analysis of effectiveness of local advisory council

Analysis of effectiveness of local program advisory committees

Survey of career information provided at elementary, junior high and high school levels

VII–B. Reprinted from: *Alabama State Department of Education, Educational Equity Model,* pp. 34-35.

The following steps might be suggested to LEA's:

A. Review and compare the numbers of men and women in various positions using these variables: rank, salary, supplemental compensation and frequency of promotion.

B. Study the labor pool of qualified applicants for each position in the system to insure that persons are selected for jobs in proportion to numbers of available persons of both sexes. Include in the pool, persons employed in the LEA, unemployed but qualified people in the area, and graduating students from universities or colleges in the state.

C. Design an affirmative action program to remediate in the areas where representation of one sex has been absent. Include sections on these areas: recruitment, selection, transfer, referral, retention, dismissal procedures, and salary discrepancy adjustment.

D. Make certain that internships, other staff development opportunities or training, tuition grants, or compensation designed to prepare employees for promotion are made available equally to both sexes. (However, if one sex has been limited in the past, these opportunities may be designed to help eliminate the under-representation of that sex as part of an affirmative action plan.)

E. Issue a statement of affirmative action to employees and the community-at-large through newspapers, letters to employees, handbooks, statements of philosophy, etc., and application forms.

F. Publish policies, procedures, and criteria for job selection so that incomplete knowledge of jobs may not have a differential effect on members of one sex.

G. Review job descriptions and qualifications and remove discriminatory criteria.

H. Remove from job application forms discriminatory questions concerning these:
   1. Marital status (Miss or Mrs.)
   2. Number of children or other dependents
   3. Head-of-household designation

I. Publish salary schedules for both professional and nonprofessional positions.

J. Examine employer-sponsored activities including social and recreational programs for evidences of discrimination on the basis of sex. If inequity is found, take necessary steps to remedy the situation.

K. Examine fringe benefits for discriminatory practices and make necessary changes. Include attention to the following:
   1. Equal retirement benefits for men and women
   2. Leave time benefits
   3. Insurance benefits, including pregnancy treated as a temporary disability.

VII–C. Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project, *A Model Policy Statement and Guidelines for Implementation: Vocational Education*, pp. 16-21.

SUGGESTED ROLE OF LOCAL SCHOOL ADMINISTRATION AND SCHOOL BOARD IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Designate vocational education as a major priority in providing quality education for all students.

Demonstrate commitment to eliminate sex bias and sex-role stereotyping by adopting appropriate policies and administrative directives.

Recruit and hire qualified teachers who are committed to the elimination of sex bias in vocational education.

Recruit and hire teachers of the opposite sex for traditionally one-sex-dominated programs.

Recruit and hire qualified counselors with work experience outside the teaching field.

Require and provide release time for in-service training of vocational education staff and counselors. (Include in collective bargaining or negotiations agreement, if needed.)

Fund vocational teachers' salaries at a level that will attract qualified persons from business, industry, labor and agriculture.

Provide for personnel and resources for career education at all levels.

Monitor and implement high school class scheduling to allow access for all students to vocational education programs.

Adopt graduation requirements that allow for variance in career preparation.

Provide for adequate facilities, maintenance, equipment, instructional and resource materials for existing and projected vocational programs in order that both sexes will have an equal opportunity to participate.

Establish alternative high schools, GED, night high school, teenage parent programs and classes for the handicapped and educationally disadvantaged to provide opportunity for those students to participate in vocational education classes.

Provide access to educational opportunities for displaced homemakers, single workers, and single heads of households for training, retraining and upgrading of job skills through GED, night high school classes and day and night classes in vocational education.

Provide transportation for students to vocational classes and to programs not housed in home high school and for field trips to businesses and industries.

Secure grants for exemplary and innovative programs related to the elimination of sex bias and sex-role stereotyping.

Appoint women to school committees such as accountability, budget and curriculum development.

Provide effective liaison with community school patrons, business, industry, labor and agriculture. Secure cooperation by volunteers to serve on local vocational program advisory committees and local vocational education advisory council, and assist with job placement. Provide use of facilities for instructional purposes, on-the-job training, work-study experience and the identification and development of new occupational programs.

Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project

Stimulate community awareness of the need for equal opportunities for both sexes through activities with service clubs, women's organizations, governmental agencies and other organized groups.

SUGGESTED ROLE OF LOCAL DIRECTORS OF VOCATIONAL EDUCATION IN IMPLEMENTING STATE PLAN

Develop and implement a local plan to eliminate sex bias and sex-role stereotyping.

Provide for in-service training of vocational teachers, counselors, vocational staff, administrators and school board members.

Eliminate or revise sex-biased teaching, resource, counseling and testing materials.

Provide student access to all programs through class scheduling coordination with academic program of high school.

Provide basic skill classes in English, bilingual, math and vocational skills.

Provide incentives for additional training of counselors and teachers.

Improve communication to feeder high schools to vocational centers or in relationship to academic program at home schools.

Develop cooperation with local businesses, industries, labor and agriculture by:

- Appointing representatives to local program advisory committees and/or local advisory council
- Developing cooperative agreements to use facilities as teaching areas
- Gaining cooperation for placement of students in jobs, work-study experience and on-the-job training

Involve broad-based community representation on local advisory program committees and on the local advisory council for vocational education. Include a balanced representation of both sexes.

Assist in recruiting teachers of the opposite sex for traditionally one-sex-dominated courses.

Provide tours of vocational education classes for fifth and sixth grade, junior high and high school students.

Provide field trips for vocational education students to view business, industry and agriculture at work.

Provide career fairs or periodic career days to develop awareness of job opportunities in nontraditional occupations.

Develop cooperation with community human service agencies to assist students in remaining or returning to school.

Develop a plan to monitor and evaluate all vocational education programs to determine compliance with state plan.

Monitor student vocational club activities and eliminate sex bias.

Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project

Secure local funding for facilities and equipment by involving local employers and/or organizations.

Determine new program needs by surveying local job market.

Request funds from state sources for research in sex bias and for the development of innovative programs.

SUGGESTED ROLE OF INSTRUCTIONAL STAFF AND CURRICULUM DEVELOPMENT PERSONNEL IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Participate in in-service training for all teachers of vocational education in eliminating sex bias and sex-role stereotyping.

Assist with the recruitment in hiring male teachers for female-dominated classes and female teachers for male-dominated classes.

Eliminate or revise sex-biased classroom materials, textbooks, film strips, cassettes, charts, etc.

Develop up-to-date classroom resource materials that provide information on changing occupational roles of men and women.

Improve teaching skills with the aid of in-service training to meet the needs of both sexes.

Develop positive teacher attitudes and behaviors toward both sexes in the utilization of instructional materials.

Provide flexibility of entrance into vocational education classes courses/programs.

Encourage participation of both sexes in club activities, including leadership roles in traditionally one-sex-dominated clubs.

Recommend to appropriate person(s) adequate budgetary needs for nonsexist instruction in existing programs and new programs.

Recommend the procurement and use of modern, safety-tested equipment to meet the needs of business, industry, labor and agriculture.

Recommend that adequate facility space be allocated to meet the needs of the programs.

Assist counselors with the development of nonsex-biased career and job information.

Assist with job placement.

Interface with business, industry, labor and agriculture to identify local needs and provide classroom resource persons and relevant job information.

Include in the composition of program advisory committees representation of both sexes. Effectively use advisory committees to implement new programs, facilitate equal employment opportunities and job placement and upgrade the quality of existing programs.

Establish field trips for students with business, industry and labor.

Develop demonstrations in vo-ed programs for viewing by the community and by other students to reflect males and females in nontraditional job preparation.

Secure research grants for innovative programs to eliminate sex bias and sex-role stereotyping.

VII—D. Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project, *A Model Policy Statement and Guidelines for Implementation: Vocational Education*, pp. 10-14.

SUGGESTED FORM FOR EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

EVALUATION	*Excellent*	*Above Average*	*Average*	*Below Average*	*Poor*
Indicators of Quality					
Serving needs of all students: access, enrollment in nontraditional courses					
Effectiveness of instructional program, curriculum and performance					
Followup and placement of graduates in traditional courses/programs					
Followup and placement of graduates in nontraditional courses/programs					
Effective utilization of facilities, equipment and instructional materials for all students regardless of sex					
Demonstration of funding support for existing programs and new programs that afford equal access at local school district level					
Demonstration of support by local school administrators					
Demonstration of support for programs through community awareness and action					
Effective, nonsexist guidance and counseling services for both sexes					
Cooperative job-training experience and work-study experience for both sexes					
Effective program planning progress to afford equal access for both sexes					
Timetable for periodic monitoring by established procedures and guidelines					
Usage					
Local Vocational Education Agency					
State Vocational Education Staff					
State Advisory Councils for Vocational Education					
Local Advisory Councils for Vocational Education					

Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project

SUGGESTED ROLE OF GUIDANCE COUNSELORS FOR VOCATIONAL EDUCATION IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Develop in-service training programs for all counselors at all educational levels to insure awareness of sex bias and sex-role stereotyping.

Credential and certify qualified counselors to:

- Require credits in career education, trends in vocational occupations and vocational education philosophy.
- Allow credit for work experience outside teaching field.
- Provide stipends for counselors to return to college to upgrade counseling and guidance skills.
- Provide sabbaticals for counselors to work in business and industry.
- Establish time limits and course requirements for recredentialing including classes in the elimination of sex bias and sex-role stereotyping.

Eliminate or revise all sex-role stereotyped informational materials.

Secure up-to-date information on nonsexist careers, choices/opportunity and job projections.

Secure technological advancements in the delivery of job information and careers, such as computerized career information systems, mobile career and guidance vans and microfiche materials.

Eliminate all sex-biased testing materials for determining personality traits and aptitudes. Develop and use testing materials free from sex bias.

Provide teachers, administrators, students and community with materials on career choices available to both sexes. Develop community resource centers.

Provide counseling services during school hours, after school, at night and in shopping centers. Provide flexible time schedules for extra duties or reimbursement for counselors.

Utilize business, industry, labor and agriculture to upgrade career information, develop career fairs, establish field trips for students to inform both sexes about opportunities for employment in nontraditional jobs and to provide work-study experience, on-the-job training and job placement.

Involve department of labor and private employment agencies in assisting with job placement.

Establish guidance and counseling advisory committees to include men and women working in nontraditional occupations, representatives from occupationally-related governmental agencies, parents, teachers, students, community laypersons, minorities and single workers.

Develop a referral list of community agencies that will assist female students to remain or return to school:

Social service agencies
Planned Parenthood
Public health clinics
Mental health centers
Legal aid services
Day care
CETA, WIN
State employment agency
Housing agency

Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project

Initial evaluation at end of the first year of plan - Base Line 1976:	1976-77	1977-78
Number of girls enrolled in traditional courses		
Number of boys enrolled in traditional courses		
Number of girls enrolled in nontraditional courses		
Number of boys enrolled in nontraditional courses		
Number of girls completing traditional courses		
Number of boys completing traditional courses		
Number of girls leaving (dropping) nontraditional courses		
Number of boys leaving (dropping) nontraditional courses		
Number of girl graduates placed in traditional program jobs		
Number of girl graduates placed in nontraditional program jobs		
Number of boy graduates placed in traditional program jobs		
Number of boy graduates placed in nontraditional program jobs		
Number of graduates placed in related occupations		
Number of graduates continuing education in related field		

In-service training on sex bias and sex-role stereotyping:	No. of hours
Vocational education teachers	
Counselors (all)	
Counselors (high school)	
Vo-ed staff	
Administration	
Advisory council	
Program committees	
Community	
Others	

Development of new programs:

List number and program area

Enrollment (number) boys_____ girls_____

Reprinted from: Education Commission of the States, Equal Rights for Women in Education Project

Elimination or revision of sex-role stereotyping in:	*None*	*Some (50%)*	*All*
Instructional materials			
Resource materials, teaching aids			
Career and guidance information			
Testing materials			
Public relations information (catalogs, brochures)			
Efforts to recruit both sexes to traditionally one-sex dominated class and/or program			
Development of community awareness of sex bias in vo-ed programs			

Surveys conducted -

Survey of attitudes toward males and females in nontraditional career programs:

Students ____ Counselors ____
Parents ____ Administrators ____
Teachers ____ Community ____

Needs assessment conducted ____________

Local job market survey conducted ______________

Student career preference conducted _____________

Development of career fair ___________ career days ___________

	Yes	*No*
Appointment of representative number of women aware of sex bias to advisory council for vocational education		
Development of guidance and counseling plan or task force		
Development of plan to recruit students in nontraditional programs		
Appointment of women to local program advisory committees		

Number of men ____ women ____ appointed to one-sex-dominated programs

VII–E. Reprinted from: PEER, *Summary of the Regulation for Title IX Education Amendments of 1972*, pp. 1-4.

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SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 says:
"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise and talent.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for Improvement of Education.

GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.).

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

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*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Cielia Steele. Staff: Leo Baiden, Nancy Dayton, Robin Gordon, Jennifer Tucker, Lynda Weston.

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The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81. See also PL 94-482, § 407.

Reprints of this Title IX Summary may be requested from PEER. Single copies and small orders, free; bulk orders, $5 per 100 (prepaid if possible). Make check or money order payable to NOW LDEF-PEER. An order form for other PEER materials is also available. Write PEER, 1029 Vermont Ave., NW, Washington, D.C. 20005.

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VII–F. Reprinted from: National Advisory Council on Women's Educational Programs, *The Education Amendments of 1976: Impact on Women and Girls Concerning Vocational Education*, pp. 1-2.

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THE EDUCATION AMENDMENTS OF 1976: IMPACT ON WOMEN AND GIRLS CONCERNING VOCATIONAL EDUCATION

On October 12, 1976 President Ford signed into law the Education Amendments of 1976 (Public Law 94-482). This law extends and revises the Vocational Education Act of 1963, the Higher Education Act of 1965, Title IX of the Education Amendments Act of 1972, and certain other federal education programs. The impact of the new legislation on women and girls is summarized by this paper. (For readers who wish to investigate the new law in depth, the text of the law is printed in the *Congressional Record* of Sept. 27, 1976 at page H11045. References to sections of the law are given in this memo in parentheses.* Alternatively, readers can obtain copies of the Education Amendments from their Congressional representatives.

VOCATIONAL EDUCATION

Women achieved major breakthroughs in the revision of the Vocational Education Act. For the first time in educational program legislation, specific provisions regarding women's needs and concerns were written into the law.

Background: The Vocational Education Act affects all three levels of government—national, state, and local. At the national level, the Act directs that the Office of Education conduct various types of studies, administer federal grants to states and private groups, and conduct various small scale and experimental research programs. At the state level, the Act authorizes "matching" grants to states for a variety of specific purposes. That is, the federal government offers a certain amount of money to each state (based on various aspects of the state's population) on the condition that the state provide some of its own money for the same purpose. The Act also mandates some requirements for intrastate distribution of vocational education funds and specifies administrative requirements for operating state programs. States in turn distribute grants and contracts to local educational agencies or private groups in accordance with state law.

The revision of the Vocational Education Law by the Education Amendments of 1976 involves two major innovations. First, the Act consolidates all vocational education categorical grants (except consumer and homemaking education and special programs for the disadvantaged) into a single block grant for the states, and streamlines the process by which states apply for federal funds in order to increase states' flexibility in using federal funds and to attempt to reduce paperwork. Eighty percent of a state's block grant is a "basic grant" and twenty percent is for "program improvement and supportive services." Within each of these two subcategories, states have discretion of spending money between specific alternatives. Second, the Act overhauls the method of state planning for the use of federal vocational education money and requires inclusion of a wider range of groups in the planning process.

The effective date of these changes in the vocational education law is fiscal year 1978 (October, 1977). A "Notice of Intent" (to publish proposed regulations), which outlines policy questions to be resolved in the regulations, can be found in the *Federal Register*. Individuals and organizations are encouraged to comment on these questions and on the proposed regulation which will be published subsequently, also in the *Federal Register*. Additionally, before the Act can be fully implemented, Congress will have to appropriate a specific amount of money for the revised Act. Persons wishing information about the status of appropriations should contact their Congressional representatives.

I. IMPACT ON NATIONAL PROGRAMS

At the national level, the revised Act includes several topics of importance to women:

- *Investigation of Sex Bias* (P.L. 94-482, sec. 523(a))

The Commissioner of Education is required to conduct an investigation of the extent to which sex discrimination and stereotyping exist in all vocational education programs assisted under the Vocational Education Act, and of the progress made in reducing or eliminating such discrimination and stereotyping in such programs, and in the occupations for which such programs prepare students. By October, 1978, the results of the study and recommendations are to be reported to Congress. This provision is important in establishing a baseline from which to measure progress and in identifying methods being used to eliminate sex bias and stereotyping.

- *Collection of Data on Vocational Students by Sex and Race* (P.L. 94-482, sec. 161(a) (1) (A))

The Commissioner of Education, in conjunction with the National Center for Educational Statistics, must develop a national vocational education data reporting system (by September 30, 1977) which includes, among other things, school enrollments by race and sex. To fulfill this provision, vocational schools and programs will probably be required by regulation to keep statistics on sex and race of students and to report these to the Commissioner. Women's groups are likely to press for simultaneous collection and reporting of the data *by race by sex*, i.e. black females, black males, white males, white females. Such data is viewed as crucial not only in determining the impact of the various programs on women and girls in general but also in evaluating the impact of such programs on minority females.

- *Awarding of Federal Contracts and Projects Grants Regarding Sex Bias* (VEA, sec. 171(a) (1))

The Commissioner is authorized to use 5% of the funds available under the authorization for state grants for contracts (and some grants) for various types of research and development of model programs, including those aimed at overcoming problems of sex stereotyping and bias in curriculum, guidance and testing materials, staff and teachers' attitudes and behavior (by means of in-service training), "if such activities are deemed to be of national significance by the Commissioner." Private groups as well as governmental bodies will in some instances be eligible to bid for these federal contracts.

- *Appointment of Women to the National Advisory Council and State Advisory Councils on Vocational Education* (VEA 105(a) (17) &

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* Since the Education Amendments of 1976 amend the Vocational Education Act of 1963 (VEA), cites to the latter are given where necessary to avoid confusion. P.L. 94-482 refers to the Amendments of 1976.

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(20); 162(a)(6) & (12))

These "citizen-watchdog" councils, appointed by the President to the National Council, and by state governors to the State Councils, often exercise significant influence on federal or state policy concerning the administration of programs. Women, including minority women, who are knowledgeable about sex discrimination problems in job hunting and employment are required to be appointed to the Councils. "Appropriate representation of both sexes" is also mandated. These legal requirements are important in order to remedy the chronic inadequate representation of women and minorities on such councils.

II. IMPACT AT THE STATE LEVEL

- *Mandate to States to End Sex Discrimination in Vocational Education* (VEA 101 (3))

Overcoming sex discrimination and stereotyping in vocational education programs is now included as one of the purposes of federally assisted state vocational education programs.

- *State Accountability* (VEA 107(b)(4) & 108(b)(1)(c)(ii))

State boards or agencies of vocational education must submit five year plans and annual plans, regarding use of federal funds to the Office of Education as a condition for receiving federal aid. In addition to other requirements, these plans must specify in detail state policies and procedures to assure equal access to programs by women and men, to overcome sex discrimination and stereotyping, and to encourage enrollment of women and men in non-traditional courses. The required annual program plan must also demonstrate compliance with the five year plan in all of these areas.

These provisions are crucial because they require states to consider and *act* on issues generally ignored in the past—the problem of equal access to all vocational education programs and the specialized needs of women students in light of past and sometimes continuing discrimination.

- *Equal Opportunity Personnel for Women's Concerns* (VEA 104(b)(1) & (2); 120(b)(1)(F); and 109(a)(3)(b))

States must designate some full-time personnel to "assist" the state board or vocational education agency in eliminating sex bias in programs. A minimum of $50,000 (with no matching requirement) is to be spent for this purpose, but states may also use part of the block grant to support additional full-time personnel. The duties of such personnel include collection and analysis of data on status of women as students and employees; monitoring grant distribution to insure that the needs and interests of women are addressed by projects assisted by the Act; monitoring programs for sex bias; developing remedies and recommendations to overcome sex bias; and disseminating information developed under this section concerning efforts to combat sex discrimination. Also, these personnel must be afforded the opportunity "to review" the state's five year plan and annual program plans.

This provision requiring some personnel to focus on sex equality is crucial because the policy-makers of state boards or agencies have often paid little attention in the past to problems concerning sex discrimination/stereotyping in their programs. The provision helps insure that women's issues and concerns will be identified and that policies and procedures to eliminate sex bias will be developed and emplemented.

- *Impact on Guidance and Counseling* (VEA 120(b)(1)(j); 134(a)(4); 134(a)(7); 133(a)(2))

Funds granted under the state's basic block grant may be utilized to provide counseling and job placement services for women who enter job training programs which are traditionally male Under "Program Improvement and Supportive Services" (i.e. 20% of block grant), states must spend a minimum of 20% of the available funds on guidance programs which may include vocational resource centers to assist (among others) individuals out of school, seeking second careers, or entering the job market late in life, and in-service training for guidance counselors on non-sexist counseling and changing work patterns of women. Contracts awarded by the state may be for the development of non-sexist guidance and testing materials.

These provisions are necessary to change the attitudes and behavior of guidance counselors who are in a position to influence and encourage female students in setting their goals. Also, the provisions recognize the importance of supportive counseling for women dealing with sex bias in non-traditional occupations.

- *Revision of Curriculum* (VEA 133(a)(2); 131(a)(3))

States have the discretion to use funds from the block grant's subcategory "Program Improvement and Supportive Services" for awarding contracts to develop non-sexist curriculum. Also, research contracts may be awarded by state "research coordination units" to review and revise experimental curricula for any sex-role stereotyping.

- *Vocational Education for Adult Women* (VEA 120(b)(1)(L); 120(b)(1)(k))

States have the discretion to use their block grants for vocational education programs for certain categories of individuals, including homemakers and part-time workers seeking full-time jobs, women trapped in traditional jobs but who desire non-traditional employment, single heads of household lacking adequate job skills, and divorced housewives who need employment. States may also use funds for day care services for children of students. These provisions are important because they recognize and support the legitimacy of education and training for adult women who have traditionally been short-changed by the education system.

- *Grants and Contracts to Overcome Sex Bias* (VEA 131(a)(2); 132(f))

Under the sub-category "Program Improvement" of the block grant, states have the discretion to award research contracts, and contracts for "exemplary and innovative" projects of specified types (e.g. focus on rural women and those people migrating from rural to urban areas) which are to give priority to reducing sex stereotyping.

Also, states may use federal funds to support activities which show promise of overcoming sex stereotyping and bias in vocational education.

- *Teachers and Other Staff* (VEA 135(a)(2))

States may use federal funds from the program improvement sub-category to support in-service training of teachers and other staff concerning the eleimination of sex bias in vocational education programs. States may also award contracts for support services "designed to enable teachers to meet the needs of individuals enrolled in non-traditional job training programs."

- *Consumer and Homemaking Education*

Federal grants to states for this purpose must be used to support programs and services which encourage participation of both males and females to prepare for combining the roles of homemaker and wage earners. Sex stereotyping should be eliminated by developing curriculum materials which deal with equal opportunities laws, the changing career patterns of women, and men assuming homemaking responsibilities. Also, state programs should provide homemaking education programs for youth and adults not currently in school, such as school-age parents and single parents. These provisions are necessary to up-date homemaking education in terms of present day realities and to encourage boys/men as well as girls/women to view homemaking education as a necessary and valuable skill.

It is not clear whether states could choose to teach sex education as part of "family living and parenthood education," which states must include in the curriculum.

E. Exercises

Exercise VII-1

Purpose: The purpose of the two problems on this page is to give you an opportunity to practice (1) using insight in analyzing the ramifications of a sex equity problem and (2) exercising judgment and ingenuity in deciding possible effective strategies and resources with the help of those described in this chaper.

Directions: You sex equity office has set up a WATS line to assist LEAs in improving vocational education opportunities for women. Find possible solutions to the following problems that have been phoned in by looking up resources and strategies in this chapter.

1. The vocational education department at Annie Oakley High School is planning a needs assessment as part of their action plan. What techniques/resources can you recommend?

2. As part of the school's vocational education action plan, Florence Nightingale Community College intends to review employment practices to "set their house in order." What information can you offer that would be helpful in formulating objectives?

Exercise VII-2

PROGRAM PLANNING OUTLINE

Seven Step Program Planning Process

Step 1: Setting measureable goals and objectives

Step 2: Planning programs for each goal (programs would include specified objectives, subobjectives, work activities, products, and outcomes)

Step 3: Developing a budget

Step 4: Implementing the program

Step 5: Evaluating the program

Step 6: Updating and adjusting program plans

Step 7: Reporting results of the program

Basic Principles of Effective Program Planning

1. Program planning is an ongoing, continuous process. Every program should be in some phase of the program planning process.
2. Program planners should utilize all seven phases of the program planning process.
3. Those who will carry out the program should be included or represented in every phase of the process.
4. Timelines should be carefully delineated, and responsibilities should be clearly assigned.
5. Most plans should include an inservice training component as part of the implementation phase.

Source: Resource Center on Sex Roles in Education. *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Contexts.* Washington, D.C.: Resource Center on Sex Roles in Education, October, 1977.

MY ACTION PLAN

DIRECTIONS: The information and exercises in the first six chapters of this publication should have given you a wide range of ideas as to how you can assist in increasing sex fairness in vocational education in your school or agency. Some of the ideas would be appropriate for you in your situation; others would be inappropriate; some would be workable with modification. Many of the ideas presented you could do entirely on your own; others would require the cooperation and assistance of other vocational education personnel within your school or agency.

As the final exercise in this publication, you have the opportunity to develop your own action plan, one which would be realistic for you to do in your situation and one to which you are willing to commit yourself. Using the following simplified program planning outline, determine specifications for your own action plan.

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ______________________________

   ____

   Objective 2: ______________________________

   ____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

   Work activity 2: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

ITEMS	COST

4. What are the specific steps you need to take to implement your program? (Put them in chronological order.)

Step 1: ______________________________

Step 2: ______________________________

Step 3: ______________________________

Step 4: ______________________________

Step 5: ______________________________

5. How can you evaluate your action plan, and at what point will you do so?

6. How will you let others know about your action plan and its outcomes?